

**A TYPOLOGICAL MODEL FOR TEXT-STRUCTURE  
PROCESSING: IMPLICATIONS FOR THE  
PEDAGOGY OF TEACHING WITH REFERENCE TO  
TRANSLATION (ARABIC - ENGLISH).**

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## TABLE OF CONTENTS.

LIST OF TABLES.	vii
LIST OF FIGURES.	ix
ACKNOWLEDGEMENTS.	xi
ABSTRACT.	xii
 Chapter One: INTRODUCTION.	 1
1.1 Motivations of the study.	2
1.2 Variation in language use.	10
1.3 Assumptions underlying the study.	18
1.4 Synopsis of the study.	23
 Chapter Two: Episodes in the development of text-linguistics.	 26
2.1 Introduction.	27
2.2 Sentence Linguistics.	30
2.3 British Studies.	37
2.3.1 Pre-Halliday.	37
2.3.2 Halliday, M. A. K.	
2.3.2.1 Interpersonal Function of Language.	43
2.3.2.2 Ideational Function of Language.	45
2.3.2.3 Textual Function of Language.	46
2.3.3 A Systemic Functional Model.	51

2.3.4 A Text-Typological Model.	56
2.4 Continental European Studies.	60
2.4.1 Functional Sentence Perspective.	63
2.4.2 Structuralist Oriented Studies.	70
2.4.3 Transformationalist Oriented Studies.	74
2.4.4 Social-Communicative Oriented Studies.	79
2.4.5 Soviet Contributions to the Study of Text.	81
2.4.6 A Strategical Model for Communication Processing.	84
2.4.6.1 Cognitive Assumptions.	85
2.4.6.2 Contextual Assumptions.	88
2.4.6.3 A Synthesis of the Model.	90
2.5 American Studies.	92
2.5.1 Stratificational Approach.	93
2.5.2 Tagmemic Approach.	96
2.5.3 Grimes' Approach.	98
2.5.4 Grice's Principle of Co-operation.	100
2.5.5 Beaugrande, Robert de.	103
2.6 Conclusion.	107
Chapter Three: A Model for Text-Structure Processing.	108
3.1 Introduction.	109
3.2 Context of Text-Structure Processing.	113
3.2.1 Pragmatic Hypotheses.	115
3.2.2 Semiotic Hypotheses.	117
3.2.2.1 Expository Text-type.	120



3.2.2.2	Argumentative Text-type.	121
3.2.2.3	Instructive Text-Type.	123
3.3	Text-Structure Organization.	127
3.3.1	A Hierarchy of Communication.	127
3.3.2	Levels of Text-Structure Organization.	130
3.3.2.1	Level One: Text.	133
3.3.2.2	Level Two: Textlet.	136
3.3.2.3	Level Three: Suprasentential Entity (SE).	138
3.3.2.4	Level Four: Element (E).	139
3.4	Text-Structure Processing Control Centres.	141
Chapter Four:Text Descriptive Analysis and An Experiment Design.		143
4.1	Introduction.	144
4.2	Text Descriptive Analysis.	147
4.2.1	Text 1.	147
4.2.2	Text 2.	153
4.2.3	Text 3.	161
4.2.4	Discussion.	165
4.2.4.1	Context of Text-Structure Processing.	165
4.2.4.2	Typological Allocation of Texts.	168
4.2.4.3	Text-Structure Processing Control Centres.	171
4.3	An Experiment Design.	172
4.3.1	Experimental Hypotheses.	176
4.3.2	Experimental Groups.	179

4.3.2.1	Group A of the Polytechnic of Central London (PCL).	179
4.3.2.2	Group B of the University of Salford (US).	180
4.3.3	Experiment Design.	182
<b>Chapter Five: Experimental Data Analysis.</b>		<b>188</b>
5.1	Introduction.	189
5.2	Source Text (ST) Processing.	191
5.3	Implications for Structuring ST into English.	198
5.4	Experimental Data Analysis.	201
5.4.1	Group A (PCL).	203
5.4.1.1	Appropriateness Chart 1.	203
5.4.1.2	Appropriateness Chart 2.	211
5.4.1.3	Discussion.	219
5.4.2	Group B (US).	222
5.4.2.1	Appropriateness Chart 1.	222
5.4.2.2	Appropriateness Chart 2.	230
5.4.2.3	Discussion.	237
5.5	Results of the MINITAB Analysis.	240
5.5.1	Data Input.	240
5.5.2	Analysis of Variance.	244
5.5.3	Analysis of Means.	247
5.5.4	Conclusion.	251
5.6	Compendium.	252
<b>Chapter Six: Conclusions, Applications and Implications.</b>		<b>254</b>
6.1	Conclusions.	255

	vi
6.2 Applications and Implications.	263
6.3 Limitations and Suggestions for Further Research.	279
6.4 Epilogue.	286
 BIBLIOGRAPHY.	 289
 APPENDICES.	 310
Appendix A.	311
Appendix B.	321
Appendix C.	325
Appendix D.	337
Appendix E.	347
Appendix F.	363
Appendix G.	379
Appendix H.	395

LIST OF TABLES.

4.1	[± obligatory] SEs. in the structure organizations of texts 1, 2 and 3.	169
4.2	Appropriateness chart 1.	183
4.3	Appropriateness chart 2.	185
5.1	Scores of A:1 according to chart 1.	204
5.2	Scores of A:2 according to chart 1.	205
5.3	Scores of A:3 according to chart 1.	207
5.4	Scores of A:4 according to chart 1.	208
5.5	Overall scores of group A according to chart 1.	209
5.6	Scores of A:1 according to chart 2.	212
5.7	Scores of A:2 according to chart 2.	213
5.8	Scores of A:3 according to chart 2.	214
5.9	Scores of A:4 according to chart 2.	216
5.10	Overall scores of group A according to chart 2.	217
5.11	Overall scores of group A according to charts 1&2.	220
5.12	Scores of B:1 according to chart 1.	223
5.13	Scores of B:2 according to chart 1.	225
5.14	Scores of B:3 according to chart 1.	226
5.15	Scores of B:4 according to chart 1.	227
5.16	Overall scores of group B according to chart 1.	228
5.17	Scores of B:1 according to chart 2.	231
5.18	Scores of B:2 according to chart 2.	232
5.19	Scores of B:3 according to chart 2.	233
5.20	Scores of B:4 according to chart 2.	234

5.21 Overall scores of group B according to chart 2.	235
5.22 Overall scores of group B according to charts 1&2.	238
5.23 Number of scores for groups A & B by evaluator 1.	240
5.24 Number of scores for groups A & B by evaluator 2.	241
5.25 Number of scores for groups A & B by evaluator 3.	241
5.26 Overall scores for groups A&B by the 3 evaluators.	242
5.27 Data organization for MINITAB.	242
5.28 Analysis of variance for F-ratios.	245
5.29 Means for groups A & B according to evaluators.	247
5.30 Overall means for groups A & B.	248
6.1 The functions of SEs. within the structure organizations of texts 4 and 5.	283

# LIST OF FIGURES.

2.1	Text in relation to situation and context.	42
2.2	Interpersonal function of language.	44
2.3	Ideational function of language.	45
2.4	Textual function of language.	46
2.5	Non-structural texture ( after Hasan, 1985c).	53
2.6	Simple linear TP.	66
2.7	TP with continuous T.	67
2.8	TP with derived Ts from one T.	68
2.9	Constitutive principles of communication through texts ( after Beaugrande, 1980a & b and 1984).	105
3.1	Structure of expository text-type.	120
3.2	Structure of argumentative text-type.	122
3.3	Structure of instructive text-type.	123
3.4	The 3 text-types and their realizations.	124
3.5	Levels of the hierarchy of communication.	129
3.6	The 4 levels of text-structure organization.	140
4.1	Hypothetical structure organization of text 1.	150
4.2	Structure processing of text 1.	152
4.3	Hypothetical structure organization of text 2.	155
4.4	Structure processing of text 2.	157
4.5	Structure organization of text 2 in terms of textlets.	160
4.6	Hypothetical structure organization of text 3.	163
4.7	Structure processing of text 3.	164
4.8	Processes involved in a translation task.	175

5.1	ST structure processing.	192
5.2	Hypothetical structure of ST.	195
5.3	Actual structure of ST.	196
5.4	Hypothetical structure of TT.	210
5.5	Scores of group A according to chart 1.	218
5.6	Scores of group A according to chart 2.	218
5.7	Overall scores of group A.	221
5.8	Scores of group B according to chart 1.	229
5.9	Scores of group B according to chart 2.	236
5.10	Overall scores of group B.	239
5.11	Means of groups A & B according to evaluators.	249
5.12	Overall means for groups A & B.	250
6.1	Components of the COMMUNAL project.	274
6.2	Structure organization of text 4.	281
6.3	Structure organization of text 5.	282



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ABSTRACT.

This thesis starts with the postulate that advanced Arab students are generally «good» at the level of sentence formation and context free semantics of English, but who are «poor» when it comes to appropriately structuring information as texts.

In an attempt to help such a student population, in the first instance, achieve a textual competence and find some pedagogical implications, the present thesis adopts - with some modifications - a typologically oriented model for text-structure processing.

To achieve such objectives, six chapters make up the thesis.

Chapter 1 sets both the motivations and the assumptions which underly the thesis.

Chapter 2 selectively reviews some episodes in the development of text-linguistics.

Chapter 3 is devoted to the explanations of the various components of the model adopted for text-structure processing.

Chapter 4 has two purposes:

1- A descriptive analysis of three exemplary texts to demonstrate the pure analytic potential of the model.

2- The design of an experiment to test the pedagogical implications of the model with particular reference to the teaching of translation ( Arabic - English ) to advanced

Arab students.

The experiment involves two groups of advanced Arab students from the Polytechnic of Central London (PCL) and the University of Salford (US).

Chapter 5 is devoted to the analysis and discussion of the experimental data.

Chapter 6, the final one, concludes the thesis and covers some possible applications and plausible implications of the model. Some suggestions for further research are also proposed.

## **CHAPTER ONE:**

### **INTRODUCTION**

### 1.1 MOTIVATIONS OF THE STUDY.

Linguists, from many language related research quarters, argue that advanced foreign language learners - at a certain stage - are no more concerned with learning new morpho-phonological or lexico-syntactic rules - though some of this can still go on -, but become rather concerned with learning how to produce and receive chunks of language within appropriate contexts of use.

"... students at an advanced level had a good deal of instruction in grammar and ... are likely to possess considerable dormant competence in English. It follows that one of the principal aims of advanced language teaching should be to activate this competence, and to extend it, by leading the student to relate his previously acquired linguistic knowledge to meaningful realizations of the language system."  
(Allen & Widdowson, 1985:80)

In other words; and with relation to the student population I am concerned with here; advanced Arab students of English-postgraduates in particular- become more interested in producing the appropriate chunks of English language to serve appropriate communicative purposes - and more importantly - through the appropriate structures. This way, they can exercise what Widdowson (1984:242) calls,

"... our capacity for making meaning in language."

The study, accordingly, has grown out of an interest in the

overall, global structures of texts from within a text linguistics angle of vision. What perhaps has not been so explicitly stated so far is what led to such interest in the first place.

The experience of having first learnt 2 foreign languages - French and English - through a formal and sentence based teaching pedagogy. Then having to use them to live in the respective foreign cultures of both languages.

The situation has made me aware of the mismatch between those linguistic patterns learnt at home and what was expected of me to produce in France and England particularly with regards to academic writing; let alone the every day demands of using the two languages outside the academic circles.

My awareness of such mismatch has been very clear in relation to the English language due to my short stay in France and due to the fact that English has been my medium of study for the last nine years.

The awareness has been greater during my postgraduate studies because of the enormous amount of written work such as; essays, projects, dissertations and this very thesis.

The major outcome of such situation is having postgraduate students, like myself and the majority - if not all - of the Arab students, in Britain who have considerable command of the English language at the level of sentence formation and the lexicon, but who are incoherent or « poor » when it

comes to written work such as an essay. ( cf. Dudley-Evans & Swales, 1980; Hatim, 1987; Holes, 1984; Williams, 1984 and ZidatiS, 1982.)

In order to cater for such concern and needs in language teaching at advanced levels, the focus should be oriented towards language aspects which are more compatible with advanced language teaching objectives.

These aspects, or what Faerch & Kasper (1984) call procedural knowledge - as opposed to declarative knowledge which subsumes knowledge of the phonology, morpho-syntax and context free semantics of the language system -, are seen as process oriented and dynamic.

They are,

"... intimately interrelated with other procedures involved in ... production and reception as well as language learning."  
(Faerch & Kasper, 1984:215)

These process oriented, dynamic aspects or procedural knowledge can be properly accounted for within a theoretical framework within one which re-considers the teaching methodology as Cook (1989:3) puts it,

"Much language study, and a good deal of language teaching, has always been devoted to sentences. Yet we all know, even if we submit to this approach as a temporary - and perhaps very fruitful - measure, that there is more to using language, and communicating successfully ..., than being able to produce correct sentences. Not all sentences are interesting, relevant, or suitable; one can



not just put any sentence after another and hope that it will mean something. ... Knowing what is supposed to make a sentence correct, and where that sentence ends, though it may be important and worth teaching and learning, is clearly not enough."

Cook actually sums up the problems which initiated the research - reported in this study - as will be made clear in the remainder of this chapter.

It follows, therefore, that the focus on the processing aspects of language production and / or reception should be given a central part in the methodology of advanced language teaching either for general or specific purposes and the teaching of translation.

This is because,

"It is time we looked far more carefully at the effect of the conceptual demands of tasks on students' language behaviour."  
(Brown, 1989:107)

English language and translation teaching pedagogy at advanced levels in the Arab World, and particularly Morocco with which I am most acquainted, still lacks the incorporation of such a process oriented approach or the focus on procedural knowledge.

To exemplify, during my B.A. final year studying English and Linguistics, the politics, so to speak, for producing a «good» summary was as Morfaux & Prevost (1984:16) put it,

"Le résumé est la construction d'un équivalent économique du texte. Il s'agit donc de façon aussi concise que possible, d'en établir un compte rendu exact qui devra en faire ressortir la structure fondamentale. Il conviendra de :

1.dégager:

-la ou les idées directrices;

-les idées secondaires - ce qui ne veut pas dire accessoires - en marquant le lieu avec les idées principales;

2.supprimer les détails anecdotiques ou descriptifs, et même les exemples purement illustratifs si l'idée abstraite qu'ils mettent en lumière est suffisamment claire en elle-même."

I remember once I got 15 and 08 out of 20 for two successive summary tasks; however I felt that I put the same energy, effort and respected the politics of summary making in both tasks.

Now, I can say that I, and my class mates then, were never told of the processes or strategies for recognizing 1 and / or 2 as mentioned in the above quote.

More importantly, the reasons or the forces which monitor the treatment of 1 and 2 in various texts was for me - at that time - a mystery.

In the same line of argument, and generally speaking, Arab students at advanced levels have been reported to be «poor» at the level of structure when it comes to producing written tasks in English.

Dudley-Evans & Swales (1980) showed how a translation from Arabic into English by an advanced Arab student lacks structure though it is «good» at the level of sentence



structure and lexical choices.

They, then, compared the Arab student's translation with one produced by a native speaker of English and concluded that the interference of Arabic primarily caused the production of such a «poor» structure of the Arab student's translation into English.

Though Dudley-Evans' & Swales' argument is valid, I tend to argue that the Arab student could have produced a more structurally appropriate translation had he been trained in recognizing that the structure of a given text is mainly monitored by the type of the communicative purpose of which that text is an instance. ( refer to section 1.3 below )

Within the perspective of this study, the term advanced is used to refer to Arab students mainly at university postgraduate levels or such equivalent levels as « Troisieme Cycle » in Morocco which collectively refers to; i) students who have finished their B.A.s either in English and Literature or English and Linguistics and then join the Faculty of Education for a one year training course to become English language instructors primarily at the pre-university levels, and

ii) students who, after their B.A.s, join what is called (Formation des Formateurs « FF ») for a two year course to become university lecturers of English in conjunction with either orientations, namely literature or linguistics.

But, their major duties generally include the teaching of

grammar, writing, summary and translation.

The problems faced by such an Arab student population, specifically at the level of text-structure in English, and my own interest in text-structure from a text-linguistics angle of vision have motivated the research reported in this study.

The immediate aim of this study, accordingly, is to explore how the incorporation of a text - types oriented model for text-structure processing in the teaching pedagogy can help advanced Arab students produce more appropriate structured texts in English and particularly when translating from Arabic into English.

In other words, the aim is see whether a training towards a competence at the level of text can result in appropriate performance as far as structure is concerned.

This is because textual competence subsumes a number of faculties, processes and strategies in language production and reception which conventional sentence linguistics and teaching could not cater for. Textual competence is defined by Bertenitto ( 1979:145 ) as the competence which,

"... indicates the faculty of producing and interpreting texts. This in practice means that the subject having such a faculty is able to understand, plan and develop various kinds of texts. More specifically, he must be able to summarize and paraphrase them, to provide them with a title, to evaluate their completeness, to restore their unity ..., and finally, to classify them according to a pre-established typology."

The objective of the present study, therefore, is to see if the model adopted here for text-structure processing ( see chapter 3 ) would be capable of helping advanced Arab students - in the first instance - develop that faculty as defined by Bertinetto above.

At the outset, text-structure is accounted for, here, within a framework of variation in language use and by the same token variation is accounted for from a typology of texts vantage point.

The remainder of this chapter sets out to introduce the concept of variation and to initiate the text-typology adopted in this study.

## 1.2 VARIATION IN LANGUAGE USE.

For more than two decades, register theory and analysis, as outlined in Halliday et al. (1964), has exercised considerable influence on sociolinguistic theories and various pursuits in applied linguistics.

Relying to a great extent on Halliday's Scale and Category Grammar (cf. Halliday, 1961 for example), register theory has dictated the conceptions of variation in language use in general and English for Specific Purposes in particular.

For Halliday et al. (1964) variation in language use is conceived of as formally, linguistically distinct occurrences of one kind or another.

"There is no need to labour the point that a sport commentary, a church service, and a school lesson are linguistically quite distinct. One sentence from any of these and many more situation types would enable us to identify it correctly."

(Halliday et al., 1964:87)

The argument here, therefore, is that registers are recognized by some representative linguistic items taken at random.

"It is by their formal properties that registers are defined."

(op. cit. :89)

It is hard, however, to think of any sentence or a linguistic item which would be uniquely associated with a

register - as a situation type.

Consider the following example invented by myself:

" The massacre of the Lebanese continued unabated" ,  
Outside a very limited number of stereotype linguistic occurrences to be found in legal documents or church liturgy, the above example could easily occur in a church service, in a history lesson, in a newspaper article, in a propaganda sheet, or in any other appropriate contexts of use. It follows that the value of the above example - and many other linguistic occurrences - as an indexical feature for any particular register is not categorical.

The register approach to the description of variation in language use leaves us with a few obvious markers to identify a given register. Variation, accordingly, is accounted for as arising from a stagnant and unmotivated shifting from one register to another.

(cf. Hatim, 1984a & b & 1987 and Widdowson, 1983).

In an attempt to make the different registers operational, Halliday et al. (1964) argued that registers should be related to what they called,

" ...from outside language."  
(p. 90)

features.

These from outside language features are distinguished along field, mode and tenor of discourse.

i) Field: said to refer to the topic or subject matter of



the register.

ii) Mode: said to refer to the kind of channel of the register, i.e., written or spoken. And,

iii) Tenor: said to refer to the degrees of formality vis-à-vis informality of the register.

It is difficult, after all, to see how registers can be defined and delimited by mere reference to the dimensions of classification field, mode and tenor. (cf. Hatim, 1984a; Ventola, 1987 and Widdowson, 1983)

Any language occurrence - as a text - is delimited by the intentions of the producer to supply a set of mutually relevant structures and not simply by some linguistic or grammatical markers.

If a language occurrence is identified in terms of Halliday et al. (1964:90) " ... from outside language." features as ,

- i) History;
- ii) Written; and
- iii) Formal.

I personally can not see how it can be taken to represent variation in language use? In other words, the three features; history, written and formal; do not indicate the communicative and functional purpose of the language occurrence.

Such features, field, mode and tenor, by themselves can not define or categorize the force of variation in language use. ( see section 1.3 below for the conception adopted here for

the definition of variation in language use ):

The reason why register theory is reviewed here, in a dramatically brief way, is because of the influence it has exercised on both sides of the Atlantic in understanding variation in language use, and in devising courses mainly in English for Specific Purposes ( ESP ) and its various exponents such as, English for Science and Technology ( EST ) and English for Academic Purposes ( EAP ). Also, in the teaching of translation.

Labels such as, technical, literary, scientific etc., have been used in referring to the concept of variation in language use.

Widdowson ( 1983 ) sums up how a teaching task - within register theory - is prepared.

- i) delimiting a sample of language for analysis; and
- ii) analysing the sample identified.

Though Halliday & Hasan ( 1976 ) is not directly related to register theory, it provides an exhaustive account of all devices available - within the texture of language - in English cohesion to account for the analysis of language samples. The work is valuable but as Widdowson ( 1983 & 1984 ) has noted there should be something else which monitors the choices with regards to the various cohesive devices.

Register theory and analysis calls upon the practice of identifying discrete entities with labels such as the

scientist's English with the aim of writing a taxonomic description of the register in question in accordance with the criteria of classification, i.e., field, mode and tenor of the register.

Such practices would have been defensible had the aim of the analysis not been, operations on texts (Widdowson, 1983); but rather to trace out variation in language use according to fluctuations of the communicative purposes behind using language on the one hand; and had the analytical apparatus used been sensitive to such fluctuations on the other hand.

Register theory and its analytical apparatus have come under attack from many linguistic quarters and other related disciplines.

Candlin ( 1976:106 ), for example, rightly argued that the interest is not so much in,

"..., say, « the language of science », or « the language of the police », that is some fixed argot or jargon which is frequently restricted in any case to lexical variation, but rather in the variation and fluctuation of the language of your scientist or your policeman as he enters different domains or spheres of activity and assumes different roles."

The selection of textual materials can be sufficiently motivated and undoubtedly justifiable if the analytical apparatus used has been informed by a model of language description that caters for variation in language use in terms of the various categories of communicative purposes.



But, within register theory, the predictions are deterministic about the superficial levels of, say, vocabulary and internal syntactic construction, etc., of the text.

The frequency of a given tense in a scientific text, for example, can not be predicted so absolutely, but rather as Ard ( 1985:9 ) puts it, through a,

"... game like extension of prototypical uses of tense elements."

Thus, the only way of interpreting tense use within a given text is the text itself - as a whole - because,

"... the text underdetermines the best interpretation."  
( Ard, 1985:10 )

But, register theory and analysis have opted for the adoption of a formal underlying grammar, combined with a detailed dictionary of the various registers for teaching purposes. Such practice has,

"... no analytic mileage in it."  
( McHoul, 1982:2 )

Generally speaking, the inadequacy of register theory and analysis stems from,

"...the assumption that text is the sum total of its « constituent » parts. It is assumed that the (in)formality of a text, for example, is a function of a statistically determined predominance of

certain lexical and grammatical features."  
( Hatim, 1984a:146 )

Solutions to the practical problems encountered in actual practices within English language teaching, either for general or specific purposes, and the teaching of translation - particularly at advanced university levels - have had to rely on some form of theoretical foundation that should, among many things, provide a plausible and viable definition of the concept of variation in language use.

It should be mentioned here, however, that register theory has managed to produce advanced Arab students -in particular- with «respectable» declarative knowledge. (cf. Faerch & Kasper, 1984)

But, in its traditional form ( Halliday et al., 1964 ) and recent attempts to develop it ( Hasan, 1978 for example ), register theory could not provide a comprehensive definition of variation in language use, and by extension enable advanced Arab students to acquire some sort of procedural knowledge. ( see 1.1 above ), and ultimately a textual competence ( cf. Bertinetto, 1979 ) in order to be able to process, approximate and redraft in any learning activity. ( cf. Hartmann, 1980 and Thomas, 1989b )

Text-linguistics seems to be more promising as it focuses upon procedural knowledge in language teaching and learning and in solving the inconsistency that has typified early

approaches to the concept of variation in language use.

Within text-linguistics, particular attention is upon classifying language occurrences - as texts - in terms of typologies with a view to capturing variation in language use.

This is what the next sub-section sets out to introduce prior to a detailed discussion of the typology adopted in this study within an overall model for text-structure processing. ( see chapter 3 ).

### 1.3 ASSUMPTIONS UNDERLYING THIS STUDY.

From the early 1970s - in particular - there has been a surge of interests in « above - sentence » entities as language in use.

These above - sentence entities - or texts as generally referred to in the modern linguistic literature - are taken to represent plausible and suitable investigative and applicable tools.

This the isolated sentences - as the conventional linguistic entities - could not provide. ( cf. Werlich, 1976; Beaugrande & Dressler, 1981; Bertinetto, 1979; Cook, 1989; Hatim, 1987; Meyer, 1987; Richards, 1985 and Widdowson, 1983 & 1984 )

This surge of interests is due to the understanding of language in use as interactive communication. And, conceived as such, communication is more seen as a negotiation process whereby communicants constantly take each others into account, initiate and check communicative operations in both production and reception activities of texts.

As Hartmann ( 1980:9 ) has argued, the conception of language in use in this way is largely due to,

"... our heightened curiosity about how communicative processes work in the face of the ever-increasing complexity of our social organization. ... Our view of language as discourse has a greater credibility in an age which prides itself on its understanding

of interactive relationships. There is a restlessness in many linguistic quarters which can be interpreted as an urge to get to grips with the realities of language as interaction, as social, communicative discourse between real speakers in real situations."

Language itself has become more and more understood as a unitary skill within which other skills - purely linguistic or otherwise - interact to enable us appropriately to communicate with reference to the contexts and structures of the various communicative occurrences ( cf. Widdowson, 1983 ).

The conception of language in this way, attempts to capture the potential of language in use to vary in order to serve various communicative purposes.

It follows, therefore, that advanced learners and translation trainees in particular - Arabs in the case of this study - would benefit more if they were trained in the strategies which are crucial in the structuring of information in texts so as to meet the requirements of variation in communication through language.

The focus should, accordingly, be on texts from different typological constellations. This is because as Richards ( 1985:90-91 ) puts it,

"Communication consists of different«genres» of discourse.... These different rhetorical tasks require the speaker to organize



utterances in ways that are appropriate to what task.... rhetorical tasks derive coherence from norms of structural organization."

Previous linguistic theories, particularly register and sentence oriented ones, have for more than two decades influenced the teaching and learning of English - as a second or foreign language - and / or translation and have dictated the conception of variation in language use.

As to the study of the communication - as texts - such theories have been rather crude with tendencies towards analysing most obvious textual aspects. Texture being the most dwelt upon.

Variation in language use has, accordingly, been viewed as arising from superficial factors rather than from the inherent factor of utilizing language to serve different purposes through different global, overall text-structures. ( cf. Meyer, 1987 )

It follows, therefore, that only a research with global aims and enough flexibility can yield sound descriptive statements of the complex nature of communicative information structure processing as texts and at the same time yield useful insights for applied linguistic activities such as, translation teaching.

Within the framework of this study, the recasting of the concept of variation in language use does not refer to

whether or not it occurs but rather WHY variation occurs and HOW it is manifested in language occurrences as texts. The prime aim here is to see how text-structure shifts matches variation in language use as contextually motivated communicative fluctuations. These fluctuations are viewed, in this study, from the vantage point of classifying language occurrences in terms of TEXT-TYPES.

The hypothesis underlying such a view is that a text - as a language occurrence - should structurally reflect those sensitive characteristics of the type of which that text is an instance. ( cf. Bertinetto, 1979; Hatim, 1987; Meyer, 1987; Richards, 1985 and Ventola, 1987 )

The attempt here is to try to capture the complexity of using texts to communicate and that this complexity can be accounted for within a model for text-structure processing. Also, the attempt tries to define variation in language use not in terms of text local, internal, linguistic aspects but rather in terms of text-types and the emerging structures of texts.

With such an end in mind, a text-linguistically inspired model for text-structure processing is adopted in this study (see chapter 3).

At the outset, the model adopted in this study for text-structure processing - primarily, but not absolutely, after Hatim, 1984a & b & 1987 - is characterized by the following

three criteria:

- 1- Language is normally used as texts not as isolated sentences. Of course with reference to written texts. Descriptions, consequently, have to account for the ways texts are structured as contextually motivated occurrences.
- 2- Language is activated within contexts of use. The appropriateness of a text-structure to its context of occurrence is crucial to the understanding and definition of variation of language use.
- 3- The realization of text-structure is systematic but variable. That is, it is predictable but not categorical. It occurs in accordance with motivated intentions and expectations.

In conclusion and within the framework of this study, a text-structure is accounted for within its pragmatic and semiotic contextual values and the way it is sectionalized or organized in terms of its various constituents of text-structure.



#### 1.4 SYNOPSIS OF THE STUDY.

The present study - primarily an exercise in text-linguistics with particular reference to the pedagogy of translation teaching - aims at assessing contributions of text oriented research to the understanding of variation in language use.

The objective is to adopt a model - with some rudimentary additions of mine - for text-structure processing. This is because it is assumed here that pragmatically and typologically distinct texts yield different structures.

In this study, written texts and their structures are focussed upon for the following two reasons:

- 1- Assessment of students - the concern here is with Arabs - at advanced university levels is mostly carried out through the written medium.
- 2- Advanced Arab students have been reported to be " poor " at the level of structuring texts when it comes to writing in English ( cf. Dudley-Evans & Swales, 1980; Holes, 1984 and Williams, 1984 ).

In order to meet its objectives, the present study is structured in the following way:

Chapter 1, which serves as the introduction, sets the tone, the area of investigation and the objectives of the study.

Chapter 2 selectively reviews those theories and studies

which have formed the background of text-linguistics and the model adopted in this study for text-structure processing.

Chapter 3 is devoted to the outlining of the various components of the model adopted in this study.

Chapter 4 aims at;

- a) demonstrating the pure descriptive potential of the model in the form of an analysis of 3 exemplary texts, and;
- b) designing of an experiment which aims at testing the practical or applied potential of the model with particular reference to the pedagogy of teaching translation, from Arabic into English, to Arab students at advanced university levels.

Chapter 5 is devoted to the analysis and discussion of the results of the experiment.

Chapter 6 - the final one - covers general conclusions, applications and implications along with the limitations and suggestions for further research as far as this study is concerned.

The major aim of the present study is to try and provide some clues, in Widdowson's terms (1983) to answer the «why-ness» and «how-ness» of text-structure variation as motivated fluctuations. In other words, why and how do

text-structures differ with particular reference to the pedagogy of teaching at advanced university levels primarily to Arab students ?

**CHAPTER TWO :**

**EPISODES IN THE DEVELOPMENT OF  
TEXT-LINGUISTICS.**

## 2.1 INTRODUCTION.

It was not until the late 1960s and early 1970s, in particular, that the study of texts started to emerge as a major consideration within linguistic research on both sides of the Atlantic . A collusion of short sighted research policies has effectively discouraged the study of texts for many years. (cf. Beaugrande, 1980 b ).

As mentioned in the previous chapter, linguists tended to equate language investigation with the analysis of single sentences. Accordingly, any text related issues, sentence oriented theories could not encompass, were simply excluded. But, in the 1970s text studies were already booming in Europe. Unfortunately, the bulk of such studies is either not in English or else published in sources difficult to obtain, or both. Precisely, because of barriers of language or publication sources, European linguists often had to work in individual groups. Yet, they were generally addressing a similar set of issues as those addressed by linguists in America. ( cf. Beaugrande, 1980b and van Dijk, 1985a).

Within early text-linguistics, much attention has been focussed on certain text forms such as, articles, definiteness, tense sequence, pronouns, etc.. The treatment of such text forms as separate entities has resulted in a great deal of information about the characteristics of each form individually.

Such treatment has left many questions such as, text overall structure, text-types and the relationship between texts and their contexts of occurrences, unexplored. ( cf. Beaugrande, 1980a & 1980b and Monagan, 1987 )

Text oriented research conducted so far, has been mostly of an exploratory and programmatic nature and has generally lacked a unified framework. And, although some authorities have recognized the need for such a unified framework for the development of a science of texts, so far no such acceptable framework has been presented ( cf. Beaugrande, 1980a & b; Schmidt, 1978 and van Dijk, 1977; 1985a; Tannen, 1984 ).

Nevertheless, the ongoingness of text based research has not been hindered. The increasingly prominent role of the notion text in linguistics has signalled a « paradigm shift » which has,

" ... a greater credibility in an age which prides itself on its understanding of interactive relationship."  
(Hartmann, 1980:9)

For the purposes of this study, a brief and selective review of the development of text-linguistics is reported in this chapter.

With this end in view, the chapter is organized in terms of British, Continental European and American studies.



It is impossible - in a short review - to cover all the studies which contributed to the development of a linguistics of texts. Accordingly, - and bearing in mind that the focus of this study is primarily on written texts - many areas of linguistics that are merely referred to or not at all, are not treated as unimportant. But simply that the objectives of this study have limited the review as it is reported in this chapter.

Thus, and recognizing the enormity and diversity of text-linguistic research over the last 2 decades or so, the review -reported here- only considers those studies which have mostly contributed to the formulation of the model adopted in this thesis for the processing of text-structure. (see chapter 3 for the model ).

## 2.2 SENTENCE LINGUISTICS.

The development of modern linguistics, particularly in the USA, has been associated with methods and practices which have come to be labelled descriptive, structural, taxonomic and generative transformational.

The general underlying assumption for such trends in linguistics has been the systematization of language levels independently of each other.

Language samples, accordingly, are gathered and analysed in the light of systems of minimal units with the level sentence as a,

" ... systemic unit of language, which exists as such ( as a unit of a given language )."  
(Sgall, 1979:89)

Emphasis within sentence linguistics has been placed upon the language levels most accessible to observation and each level is organized and singularized from other levels through a series of distinctive features. ( cf. Itkonen, 1979 and Cook, 1989 )

Non-observable aspects of language, such as communicative strategies and indexical values in language use (cf. Widdowson, 1984), have been treated in an informal and intuitive manner if not completely discarded, as Beaugrande (1980a:4) puts it,

" ... communication as a human activity was not viewed as a major object of study in its own right."

It follows that sentence linguistics is mostly characterized by its selectiveness and reductiveness in the treatment of language and the interest has been in normative rules. ( cf. Grimes, 1975 and Beaugrande & Dressler, 1981 )

But, here one can argue that if several levels of a language are identified and their units classified - however independently - that language will have been thoroughly described. Texts can, therefore, be studied and analysed into systems of minimal entities of the different levels of the language as can be derived from the texts.

There is no guarantee, however, that the nature of text could be uncovered. The extraction of tiny components, on the contrary, diverts the consideration away from the important textual aspects such as the overall structure or the values of indexical elements which together characterize texts as procedurally created language occurrences. (cf. Schveiger, 1979 and Widdowson, 1984)

From within sentence linguistic trends, the transformational generative approach - specifically its up to mid-1970s formulations - have exercised a major influence in furthering linguistic research as far as the emergence of text-linguistics is concerned. (cf. van Dijk, 1985a for



example)

The major efforts of the transformational generative linguistics have been directed towards building up a series of rules which stipulate what does or does not belong to the language.

The problem of exhaustiveness was suspended by postulating that all complex sentences could be derived from a limited set of simple entities termed «kernels» (cf. Chomsky, 1965) through a proper application of transformational rules which should apply in a specific order.

By so doing, Chomsky sought to escape Harris' (1952) postulates of distribution. This is because sentences in distribution can only acquire meaning through an interaction of syntax and semantics. Chomsky, instead, turned to build a system of abstract rules by heavily borrowing from formal logic.

Discussing recursivity, within transformational generative linguistics, Itkonen (1979:201) pointed out the limitations of describing language in terms of axiomatic formal logic,

" ... accepting the unlimited use of recursivity amounts to attempting to unquestioningly introduce the standards of axiomatic formal logic into linguistics, and the «ideal speaker» of transformational grammar ( who deals with «grammaticality not acceptability») is simply identical axiomatic system."

Itkonen went on to point out that chains of relative-clauses

and that-clauses such as the following sentences theoretical structures,

" NP V NP who V NP which V NP who V NP ..."; and

" NP V that NP V that NP V that ..."

" ... lead rapidly to incomprehensibility."

Contrariwise, texts are not just sets of sentences each of which, taken separately is intuitively understandable.

What is required is that for sentences, to be taken as text constituents, they should collaborate to form some sort of a global structure not merely their axiomatic structures.( cf. Hatim, 1987; James, 1980; Meyer, 1987; Schveider, 1979 and Widdowson, 1984 ).

More importantly, sentences within transformational generative linguistics are judged to be grammatical or non-grammatical by matching them against the sequences allowed by the rules.

The concepts of appropriateness and acceptability in language use have been unaccounted for and variation in communicative occurrences has been treated from a formal and stagnant angle, as Widdowson ( 1984:126 ) puts it,

"... the meaning of ...sentences is not a knowledge of the language system.... And that meaning will, of its nature, be complete and fixed : it admits of no variation."

It should be pointed out here that Chomsky (1965) noted

limitations of his approach such as those stressed by Itkonen (1979) or Widdowson (1984). But, my concern here is to see how the early formulations of the transformational generative approach - in particular - were applied to the analysis of language occurrences and how the shortcomings of such formulations helped in the development of text based approaches.

Generally, sentence linguistic trends have certainly influenced linguistic research over the last four decades or so and have played a major part in many applied linguistic activities such as, the teaching of translation and foreign language teaching particularly the English language.

" ... recent linguistic grammars of a particular language, tell the user a great deal about the rules that speakers and writers more or less automatically follow in word and sentence formation. These rules of the lexicon and syntax of a language which native speakers have internalized are described in what, from a more inclusive view, may appropriately be called «sentence grammars».

They have proved indispensable, for example, in all foreign language teaching. Sentence grammars are used to lay the foundation of elementary competence in a foreign medium. However, ..., sentence grammars do not tell the learner the whole story about communication by means of language."

(Werlich, 1976:13-14)

But, in order to account for communicative competence rather than linguistic competence as defined in Chomsky's original formulations and focussed upon by almost all sentence



linguistic approaches, a shift in orientation is needed towards what Widdowson (1989:128) calls "access" which,

"... is relatively independent of the analytic knowledge of grammar."

This shift in orientation has necessitated the use of another linguistic and investigative entity.

Researchers, mainly within text-linguistics, have used the term TEXT to replace the entity sentence primarily to account for the communicative competence in language use, since,

"We can not adequately account for the facts of language without accounting for judgements of textuality."  
(Gopnik, 1979:168)

Since communicative competence can not be accounted for in terms of grammatical vis-à-vis ungrammatical, sentence linguistic trends, in their usual kinds - categorical or taxonomic - can not be very adequate in accounting for texts and by extension textual competence. (cf. Harrah, 1981)

It follows, therefore, that in order to help learners achieve appropriate textual competence, the focus in linguistic research and teaching pedagogy should be on distinguishing between «structured» and «non-structured» - not in terms of sentence related frozen rules -; «acceptable» and «non-acceptable»; «appropriate» and «non-appropriate» and «successful» and «non-successful» with

regards to producing and receiving texts as occurrences which communicate purposeful information.

Such perception is due to the fact that,

" ... there is more to producing and understanding meaningful language - to communicating - than knowing how to make or recognize correct sentences.... Being a communicator, having what Hymes calls communicative competence, involves much more."

(Cook, 1989:6)

## 2.3 BRITISH STUDIES.

### 2.3.1 Pre-Halliday.

The diachrony of language study shows that there was a theory of context before there was a theory of text (cf. Halliday, 1985c).

The British scholars Malinowski and Firth were among the first to account for language within its contexts of occurrence.

Though his interests were within the field of anthropology, Malinowski ( 1923 & 1935 ) was also concerned with the ways language functions in contexts. For him, the meaning of a text is the same as what the text does. He, therefore, equated meaning with function.

In order to clarify this idea, Malinowski coined and resorted to the notion of " context of situation ". He advocated that utterances become comprehensible only in the context of the whole way of life of which they form part.

" ... a statement, spoken in real life, is never detached from the situation in which it has been uttered."  
(1923:307)

Though Malinowski's views on language received criticism on the grounds of confusing presentation and extreme pragmatism; their importance, however, lie in the fact that they played an important role in the formulation of Firth's

deas on meaning and linguistic analysis. (cf. Robins, 1983)

Firth - the first professor of general linguistics in a British university - needed a concept of context that could be built into a general linguistic theory. A concept which should be more abstract than Malinowski's simple « video » representation. (cf. Halliday, 1985c).

Firth asserted that the descriptive process must begin with the collection of a set of contextually defined homogeneous texts. The aim of such description should be the explanation of utterances in their specific contexts.

According to Firth, context of situation is best used as a schematic construct to apply to language events. He proposed three categories for the context of situation.

- 1- Relevant features of participants,
    - i) verbal actions of participants, and
    - ii) non-verbal actions of participants.
  - 2- Relevant objects.
  - 3- Effects of the verbal actions.
- (cf. Firth, 1950)

Firth's notion of context of situation was considered vague and impracticable (cf. Lyons, 1968). His categories were never demonstrated in practical analysis even by himself, and, therefore at first, received little attention from other linguists within the London School of linguistics.



There, nevertheless, were some latter applications of Firth's proposals. Perhaps, the best application of such proposals is in Mitchell ( 1957 / 1975 ).

Mitchell used the notion of context of situation to analyse the language of buying and selling in an Arab situation. He suggested that meanings should be sought in use through correlations between texts and their environments. According to Mitchell (1975:168) the following components make up the context of situation:

- 1- The spatio-temporal situations of persons in the context.
- 2- The activities of the participants.
- 3- Speech functions.
- 4- Biographies of interlocutors.

Mitchell further identified three main categories for buying and selling situations:

- 1- Market auctions.
- 2- Market transactions exclusive of auctioning.
- 3- Shop transactions.

He showed how each of the three categories conditions the speech used in a particular situation and analysed, in detail, three representative Arabic texts.

Mitchell's study was regarded, at the time, as being an ethnographic rather than a linguistic exercise. (cf. Coulthard, 1977)

Yet, it was a valuable attempt towards testing the notion of

context of situation at a time when the most of the London School of linguistics pursued Firth's notion of « prosodic analysis ».



### 2.3.2 Halliday, M.A.K.

The major break through in British linguistics towards the study of text has come about through the contributions of Halliday who has modified the notion of context of situation.

In his studies, «context» and «situation» are seen as two separate things. Situation is placed outside the province of linguistics and context is seen as the mediator between form - the text - and situation.

" The context is the relation of the form to non-linguistic features of the situations in which language operates and to linguistic features other than those of the item under attention."

(Halliday, 1961:243-4)

Halliday has clarified the relationship between situation, context and text in his later studies ( 1973; 1975; 1978; 1985a; 1985b and 1985c ).

The relationship between situation, context and text can be represented as follows.

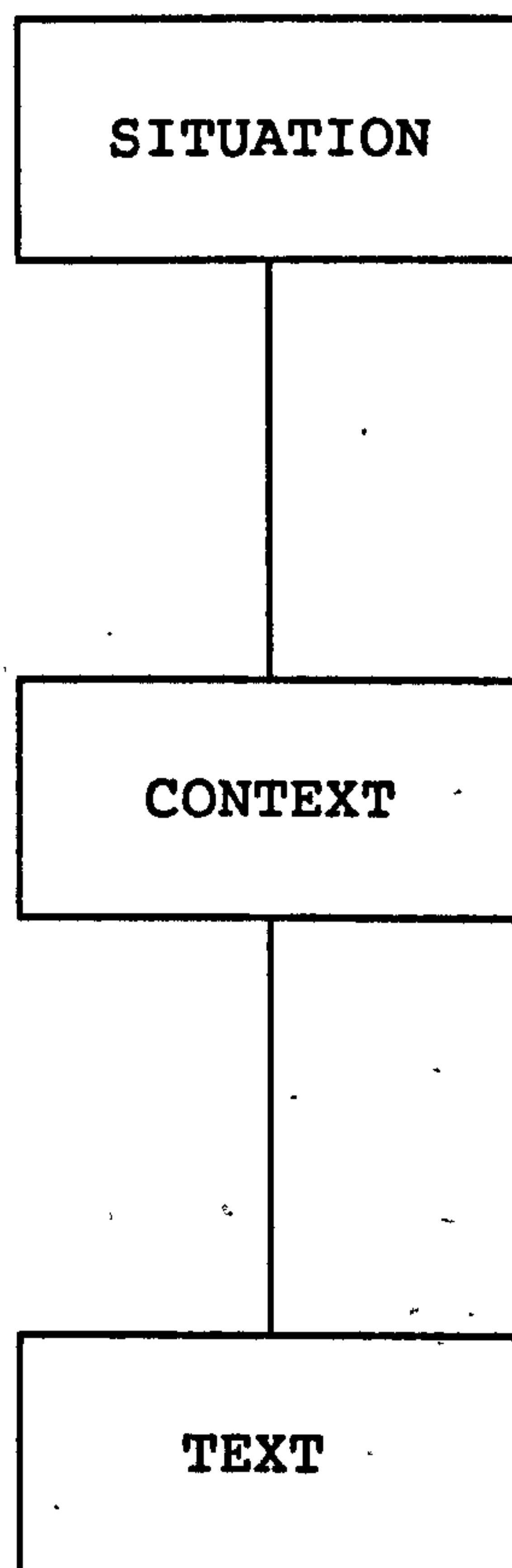


Fig. 2.1. Text in relation to Situation and Context.

Halliday's theory starts with the presupposition that language operates within a socio-cultural continuum. To use language, accordingly, is to mean; i.e., to convey a message, a thought, etc., consciously.

He sees language as a « system of systems » and defines it as,

" ... a range of possibilities, an open-ended set of options in behaviour that are available to the individual in his existence as social man."  
(1973:49)

And, asserts that,

"... it is the social context that defines the limits of options available, the behavioural alternatives are to this extent context-specific. But the total range of meanings that is embodied in and realized through the language system is determined by the context of culture ... in other words, by the social structure."  
(op.cit. :64)

According to Halliday, language has many functions. So, when we talk about language functions, we can mean no more than the way people use their language - or languages if they use more than one -.

In brief, for Halliday, the social structure ( the context of culture ) determines the range of behaviour-potential; whereas social contexts ( generalized contexts of situation ) determine the language user's actualizations of the inherent potentials.

And, because language is related to the social structure, its nature is best explained in terms of its functions in the society.

Halliday distinguishes three major language related functions, the interpersonal, the ideational and the textual functions.

#### 2.3.2.1 Interpersonal Function of Language.

The interpersonal function of language refers to the function of establishing, maintaining and specifying

relations between members - users - of the society.

Accordingly, the interpersonal function is,

"... the relationship between the speaker and his audience."

(Halliday, 1985c:27)

The interpersonal function of language reflects the tenor of discourse. And, tenor of discourse refers to the degrees of formality vis-à-vis informality in language use.

Figure 2.2 below shows the main component parts of the interpersonal function of language.

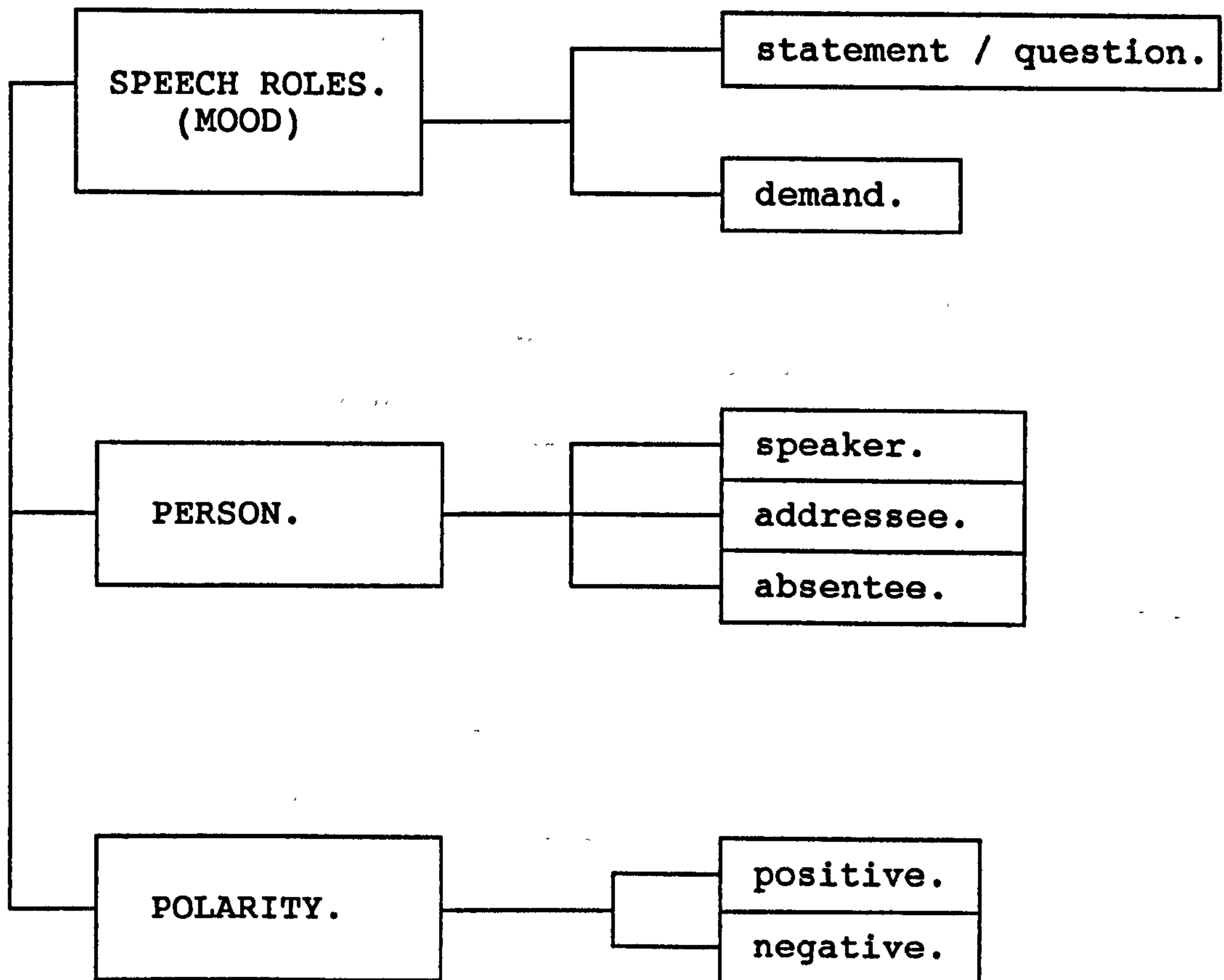


Fig. 2.2. Interpersonal Function of Language.  
(after Halliday, 1985b)

2.3.2.2 Ideational Function of Language.

The ideational function of language is the function of transmitting information between members - users - of the society.

The ideational function reflects the field of discourse which refers to the topic or subject matter of discourse. The major component parts of the ideational function of language can be represented as in figure 2.3. below.

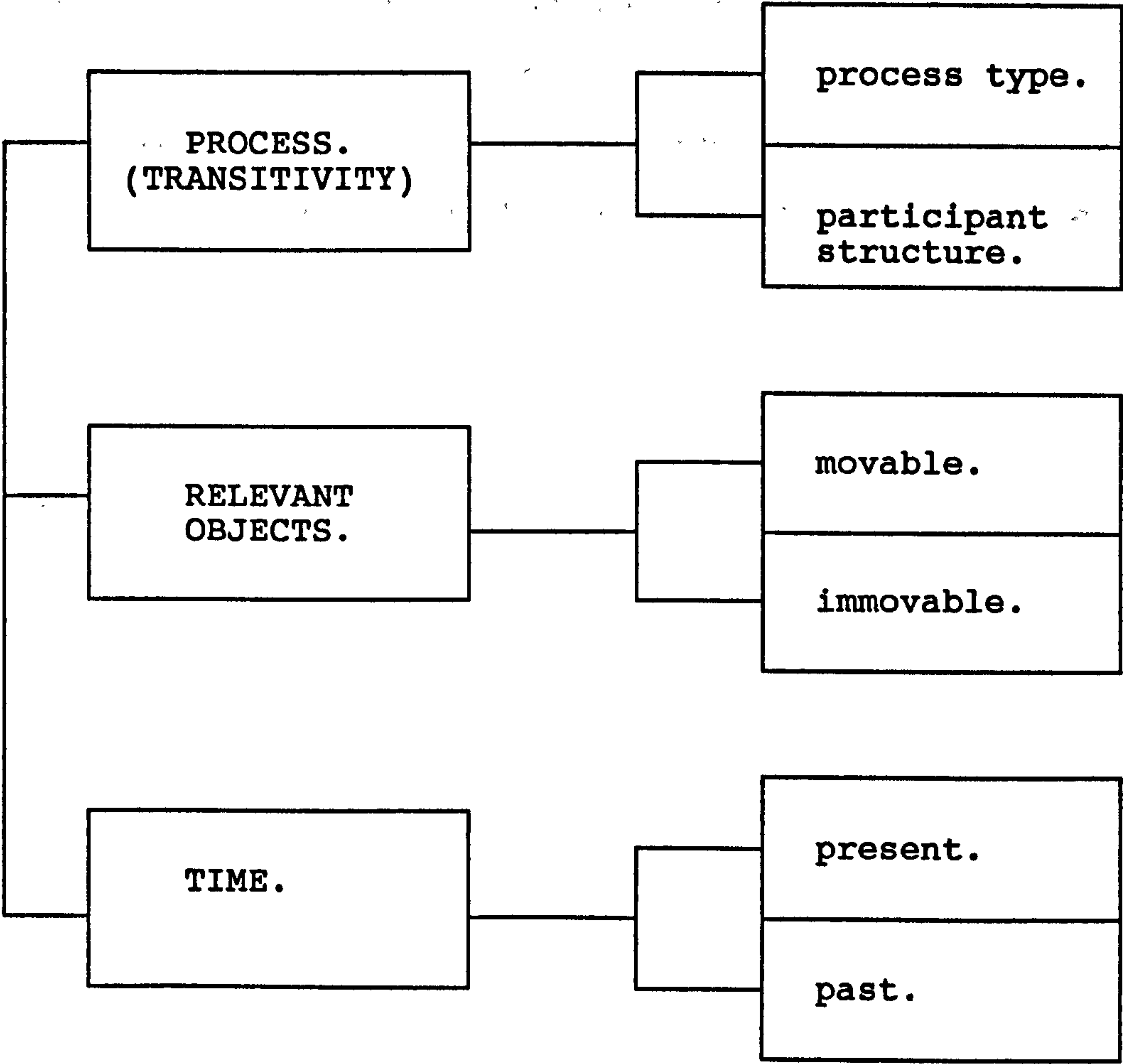


Fig. 2.3. Ideational Function of Language.



### 2.3.2.3 Textual Function of Language.

The textual function of language is the function of providing texture and the organization of the discourse in order to be relevant to the situation.

" It is only through the encoding of semiotic interaction as text that the ideational and interpersonal components of meaning can become operational in an environment."

(Halliday, 1977:202)

The textual function of language reflects the mode of discourse which refers to the medium of language use, i.e., speaking or writing. The major components of the textual function of language can be represented as in figure 2.4 below.



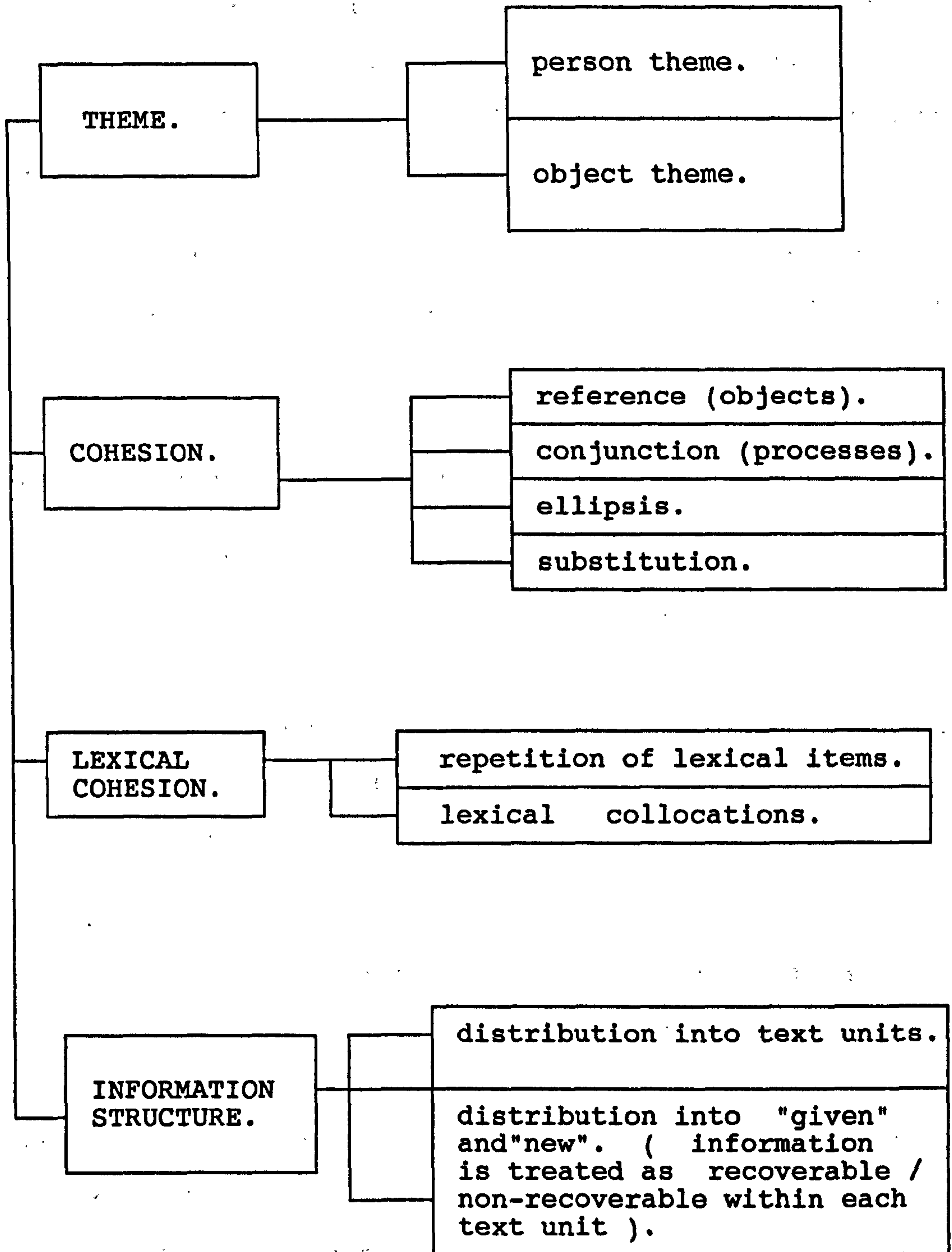


Fig. 2.4 Textual Function of Language.

Among these three major functions of language, the textual has an important role. This is because language can effectively express ideational and interpersonal functions only when it is used as texts.

The textual function, therefore, is the significant part of any language study since it not only embodies the semantic systems which create texts, but, more importantly, it distinguishes between language in abstract and language in use. To quote Halliday (1973:68),

" When language is studied in a social perspective the object of attention is what is usually referred to as text, that is language in context."

In Halliday's theory - also referred to as systemic-functional theory -, text is seen as a social event and regarded as an instance of social meaning in a particular context of situation.

To demonstrate the interrelation between text and its environment - i.e., context of situation -, Halliday has suggested that situation can be interpreted by means of a conceptual framework in terms of Field, Mode and Tenor of discourse. This is because, as Halliday argues (1985b for example), there is a systematic correlation between the categories of situation and the functions of language.

In general terms, field is reflected in the ideational functional component, tenor in the interpersonal and mode in the textual.

This could be expressed the other way round using a complementary metaphor by saying that the three major functions of language (ideational, interpersonal, textual) are activated by features of the three components of situation (field, tenor, mode).

Language users, according to Halliday, have to do quick surveys of what is happening in order to be able to zero in on the meanings and to make predictions about what is likely to be read or heard. That is, language users construct from the text certain aspects of the situation.

In conclusion to this «unfair» review of Halliday's contributions to the development of text-linguistics, it can be said: Apart from the criticism levelled against the three components of the context of situation, i.e., field, tenor and mode ( see chapter 1 ), Halliday has had great impacts on text-linguistic research on both sides of the Atlantic - and Australia -; on many applied linguistic pursuits - mainly the teaching of English as a second or foreign language -; and recently on computational linguistics and natural language processing through computers ( see chapter 6 in this study ). Yet, it should be mentioned here that Halliday was not the first to recognize and assert the importance of the textual component in language study.

Prague School linguists identified and studied the textual component, long ago, under the title « Functional Sentence Perspective ». (see 2.4 below)



### 2.3.3 A SYSTEMIC FUNCTIONAL MODEL.

Hasan (1978) introduced a development to the traditional notion of register within a systemic functional model (SFM for short and elsewhere).

But, like Halliday et al. (1964) and many other practitioners of traditional register theory and analysis, Hasan (1978) related her text-context analysis to the three loosely defined categories of field, tenor and mode. According to Hasan (1978:230),

"... these three variables together make up the contextual construct.... The contextual construct is that part of the extra-linguistic situation which bears relevance to systematic linguistic variation across texts of distinct genres."

The limitations of the three dimensions of context - field, tenor and mode - have been pointed out by many studies within discourse / text linguistics such as, Hatim (1984a & 1987) and Widdowson (1983). The general argument is that these three dimensions alone can not form the contextual construct of a given text. More important is the distinction Hasan (1978 & 1985b & c) posits between contextual construct and context of configuration.

" The difference between contextual construct and configuration is that while the former is entirely schematic ... the latter is its concrete representation and, unlike the construct, is relevant to only one specific text genre."  
(1978:230)



As far as this study is concerned, context should be viewed as one construct within which pragmatic and semiotic dimensions intermesh to yield certain hypotheses about the way the text is - most importantly -likely to be structured. Accordingly, I tend to argue that it is not plausible to have many contexts - so to speak - for one textual occurrence and that producers or receivers can, hypothetically, say: ok, the processing of context X is over, let us turn to context Y or Z, for instance.

Apart from context, Hasan (1978 & 1985c) has rightly argued that the analysis of texts should be looked at from the point of view of unity: unity of texture and unity of structure.

" The unity in any text - whether written  
... or spoken ... - is of two major types:  
unity of structure  
unity of texture."

(Hasan, 1985c:52)

The unity of texture refers to the options available within the language system and serves the unity of structure. Hasan (1985c) distinguishes between structural and non-structural texture. The structural texture includes:

- 1) Parallelism,
- 2) Theme-Rheme development, and
- 3) Given-New organisation.

Non-structural texture is in turn divided into:

- 1) Grammatical cohesive devices, and
- 2) Lexical cohesive devices.

Figure 2.5 below - after Hasan (1985c:82) - shows the various devices within non-structural texture.

	DEVICES.
GRAMMATICAL DEVICES.	<p>A: Reference.</p> <ol style="list-style-type: none"> <li>1- Pronominals.</li> <li>2- Demonstratives.</li> <li>3- Definite articles.</li> <li>4- Comparatives.</li> <li>5- Conjunctives.</li> </ol> <p>B: Substitution &amp; Ellipsis.</p> <ol style="list-style-type: none"> <li>1- Nominal.</li> <li>2- Verbal.</li> <li>3- Clausal.</li> </ol>
LEXICAL DEVICES.	<p>A: General.</p> <ol style="list-style-type: none"> <li>1- Repetition.</li> <li>2- Synonymy.</li> <li>3- Antonymy.</li> <li>4- Meronymy.</li> </ol> <p>B: Instantial.</p> <ol style="list-style-type: none"> <li>1- Equivalence.</li> <li>2- Naming.</li> <li>3- Semblance.</li> </ol>

Fig. 2.5 Non-structural texture. (after Hasan, 1985c:82).

It should be mentioned here that Hasan (1978, 1984 and 1985b & c) has mainly focussed on the study texture of texts. Her study with Halliday (1976) is considered as a monumental reference on the texture of the English language and has had great impact on the study of many other languages around the world.

As to the unity of structure of texts, Hasan (1978, 1984 and 1985c) - still within the systemic functional model - has suggested that texts within a given genre should display those features which signal their generic allocations. According to Hasan, any text has a generic structure potential which is accounted for at the level of the context of configuration. The actual occurrence of the text is referred to by Hasan (1985c) as the actual structure of that generic structure potential.

" It is possible to express the total range of optional and obligatory elements and their order in such a way that we exhaust the possibility of text structure for every text that can be appropriate to (a contextual configuration). In other words it is possible to state the STRUCTURE POTENTIAL of (a) genre, or its GENERIC STRUCTURE POTENTIAL."

(Hasan, 1985c:64 <author's emphasis>)  
(words between parentheses are my additions)

Of particular interest here is Hasan's texts allocations to their respective genres. The generic allocations are primarily sorted out through genre obligatory features which texts should display.

But, Hasan (1978, 1984 and 1985c) has provided no plausible typology of genres. It follows, therefore, that we can end up with as many genres as there are texts and the predictive power of such typology would be nil in capturing variation in language use.

In conclusion, Hasan ( 1978 & 1985c ) has presented a model for text analysis which can be used as a starting point for the strategies of text models building. ( see Petofi, 1978 for models building ).



#### 2.3.4 A TEXT-TYPOLOGICAL MODEL.

Drawing on problems associated with translating between Arabic and English, Hatim (1984a & b & 1987) demonstrates the importance of the discourse / text context and the importance of the relationship between discourses / texts and their users - producers and receivers.

He describes the context primarily as a rhetorical purpose and that the processing of context is an abstract set of macro-instructions which leads to the formulation of hypotheses to be confirmed or otherwise as the processing of discourse / text structure gets under way.

For Hatim ( 1984b & 1987 ) the treatment of the context of a given text represents the macro-phase of text-processing. This macro-processing - or context processing - attempts to identify 3 strands of context, viz: Pragmatic, communicative and semiotic strands.

i) Pragmatic strand: This refers to what text producers attempt to achieve and what receivers pursue and accept as the purpose of utilizing a given text.

ii) Communicative strand: This refers to the identification of the field, mode and tenor of texts.

iii) Semiotic strand: This refers to the symbolic reference to texts as signs. The semiotic strand is accounted for within the typological allocations of texts.



It should be noted here that within the perspective of this thesis, Hatim's pragmatic and communicative strands of context are considered to form one set within the processing of the context of a given text. Accordingly, producers intend to communicate their intentions - communicative purposes - and by extension such intentions include the topic, the mode and the tenor of the text to be produced. Receivers of a text, likewise, tend to form their expectations which include to some extent the same input as the one intended by the producers. ( see next chapter for the model ).

According to Hatim ( 1984a & 1987 ) and at this stage of text Processing, a text-typological focus ( TTF ) emerges. This TTF is the force which allocates the discourse / text, under processing to one of the three text-types, namely, expository, argumentative and instructive.

Hatim (1987) observes that a mishandling of the TTF, and by extension the discourse / text typological allocation, can easily lead to communication breakdowns particularly in translation and / or interpreting and also general language use.

When the macro-phase of a text-processing yields some contextual input, the processing moves to the micro-phase or the processing of the structure and texture of the text ( cf. Hatim, 1984a ). According to Hatim, the processing of

the structure of a text refers,

" ... collectively to the various principles and basic assumptions involved in sectionalizing discourse into its immediate realizations."  
(Hatim, 1987:105)

The structure is realized by four ( 4 ) levels:

- 1- Discourse, realized by texts.
- 2- Text, realized by suprasentential Entities.
- 3- Suprasentential Entity, realized by elements. And,
- 4- Element, which stands for the innermost constituents of a given text. (see chapter 3 for a detailed account of the four levels)

The other part of the micro-phase processing of a text is texture which includes.

" ... devices such as cohesion, theme - rheme progression and kinds of information."  
(op. cit.:109)

Within Hatim's model, the various devices of texture help the structure to reflect the context of a given text. (cf. Hatim, 1987).

In conclusion, Hatim's model ( 1983; 1984a & b & 1987 ) is of particular interest - as far as this study is concerned - since it combines British systemic studies and continental European TEXTLINGUISTIK.( cf. Monagan, 1987 ). It also goes towards exploring cross-language areas by dealing with translation theory and practice and particularly between

Arabic and English. The model has not been empirically tested with regards to its pedagogical implications, however. This is what this thesis attempts to do in the form of an experiment. ( see chapters 4 and 5 ).

## 2.4 CONTINENTAL EUROPEAN STUDIES.

Before Zellig Harris, who gets the credit for having coined the term « discourse analysis » and tried his analytical procedures on actual texts; there were European linguists interested in the study of textual phenomena such as, textual organization and inter-sentential patterns. Their work remained unnoticed for some time, however.

A great contributor to the development of European text-linguistics is Hjelmslev. But his writings did not attract sufficient attention until they were translated into English. According to Hjelmslev (1969:16 and 30),

" The objects of interest to linguistic theory are texts.";

and asserted that,

" the text is a chain and all the parts ... are likewise chains.";

and emphasized that the analysis of a text is a,

" constantly continued partition."

Hjelmslev proposed that any linguistic analysis should begin with a whole text and then continue the process of partitioning of different units of the text. He, furthermore, insisted that by this methodology, the



linguist could not only study text formation as a whole, but also each partition of the text in its own right.

For Hjelmslev, the object of the theory of language is the system which includes the phonological, grammatical and semantic systems. This system underlies the analytic descriptions of language occurrences and aims at distinguishing the different components which realize the occurrences. Lindeken (1975:27) explains Hjelmslev's text analytic procedures as follows:

" ... dégager le système qui soutend (un) texte, (on) considère (ce) texte comme une classe analysable en composantes; ces composantes (étant) à leur tour considérées comme des classes analysables en composantes, et ainsi de suite jusqu'à l'exhaustion des possibilités d'analyse."

Hjelmslev stressed the mutual function between the process and the system and that the process determines the system and its applicability in the analysis of the process behind the production and the reception of textual occurrences.  
( cf. Lindeken, 1975 )

Apart from the above mentioned early attempt, the actual acceptance of the text as a linguistic entity in continental European research did not start until the later 1960s. Though at the beginning there were no homogeneous research groups, the influence of traditional European structuralism ( e.g. Prague Circle ) on the fore-runners of European text-



linguistics appears to have been strong. ( cf. Beaugrande, 1980b and van Dijk, 1985a)

### 2.4.1 Functional Sentence Perspective

The Prague School linguists dealt with a wide spectrum of language related issues. They did not impose any preconceived limitations on the materials they studied and, consequently, often crossed over to the study of semantics and functions of texts.

One of the most concrete contributions of the Prague School linguists to the study of texts has been their investigation of theme and rheme and focus. Such investigation was initiated by the work of the school founder Mathesius on the problem of word order in English and Czech.

Mathesius' interests compelled him to take into consideration such textual factors as «newness» and «oldness» of information in texts. His ideas were later developed by a large group of Czech linguists like, Palek, Firbas, Danes, and others. Their studies have become known in the current linguistic literature under the label Functional Sentence Perspective. (FSP for short and elsewhere).

Though there are various conceptions of FSP within the Prague school of linguistics, its general assumptions can be outlined as follows. ( cf. Palkova & Palek, 1978 )

- 1- It is possible to draw a distinction between «new» and «old» information in any sentence.

- 2- There are segments in a sentence that are dependent on previous and subsequent segments.
- 3- Some segments are of greater communicative importance than others. And,
- 4- There is a neutral and an emphatic way of saying something, and the two are distinguishable through word order and stress.

The above mentioned brief outline may have given the impression that the main concern of FSP was directed at the description of the sentence from the point of view of its use or function in a situation.

But, it has become increasingly obvious from the writings of Firbas (1974) and Danes (1974) and other applications of FSP that the devices of «theme» and «rheme» -in particular- are integral parts of the cohesive mechanisms which integrate sentences, so to speak, into texts.

In treating theme - rheme interaction, Firbas (1974) stated that the degrees of communicative dynamism ( CD ) should be defining factors for two reasons:

- 1- The tendency to raise the degree of communicative dynamism from the beginning to the end of a sentence; and,
- 2- The semantic structure of the sentence.

Accordingly, and within Firbas' framework, themes are identified roughly as those elements which contain the lowest degree of CD. Correlated with this postulate is, that

the new information carries more CD than the old or given information.

This communicative dynamism (CD) - in terms of Firbas - is explained by Svoboda (1974:38) as follows.

"...communicative Dynamism ( CD ) . ... is a quality displayed by communication in its development ( unfolding ) of the information to be conveyed and consisting of advancing this development, ..., or, in other words, CD is a quality expressible in degrees of the contribution to the development of the discourse."

The inquiry into the thematic / rhematic development within a text is closely connected with the investigation of the coherence or overall structure of texts represented, interalia, by thematic progression ( TP ).

By TP is meant,

"... the choice and ordering of utterance themes, their mutual concatenation and hierarchy, as well as their relationship to the hyperthemes of the superior text units (such as the paragraph, chapter, ...), to the whole text and to the situation. Thematic progression might be viewed as the skeleton of the plot."

(Danes, 1974:114)

Within such a perspective, Danes has distinguished three basic types of thematic progression ( TP ).

- 1- Simple linear TP or TP with thematization of rhemes as in figure 2.6 below where T= theme and R= rheme.



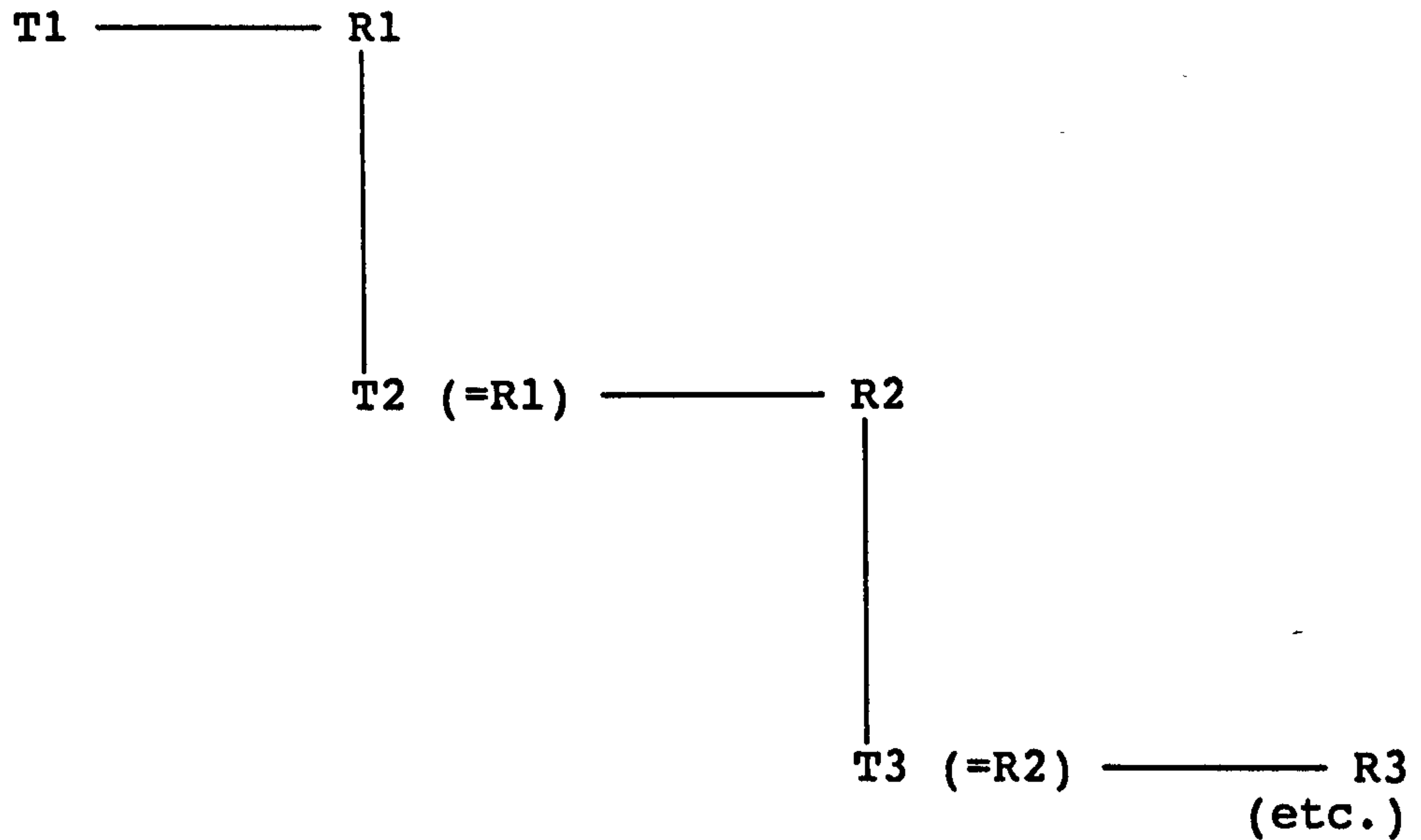


Fig. 2.6 Simple Linear TP.

The horizontal arrow ( ————— ) indicates the theme - rheme networks and the vertical arrow ( | ) indicates the thematic progression in a given text.

In order to exemplify type 1 of the TP , I prepared the following text. The same is done for types 2 and 3 of the TP below.

<IBM is a type of computers. Computers normally come in four pieces. The four pieces are : the monitor, the hard and soft disks unit, the key board and the printer. The printer prints out ...>



2- TP with a continuous ( constant ) theme as shown in figure 2.7 below.

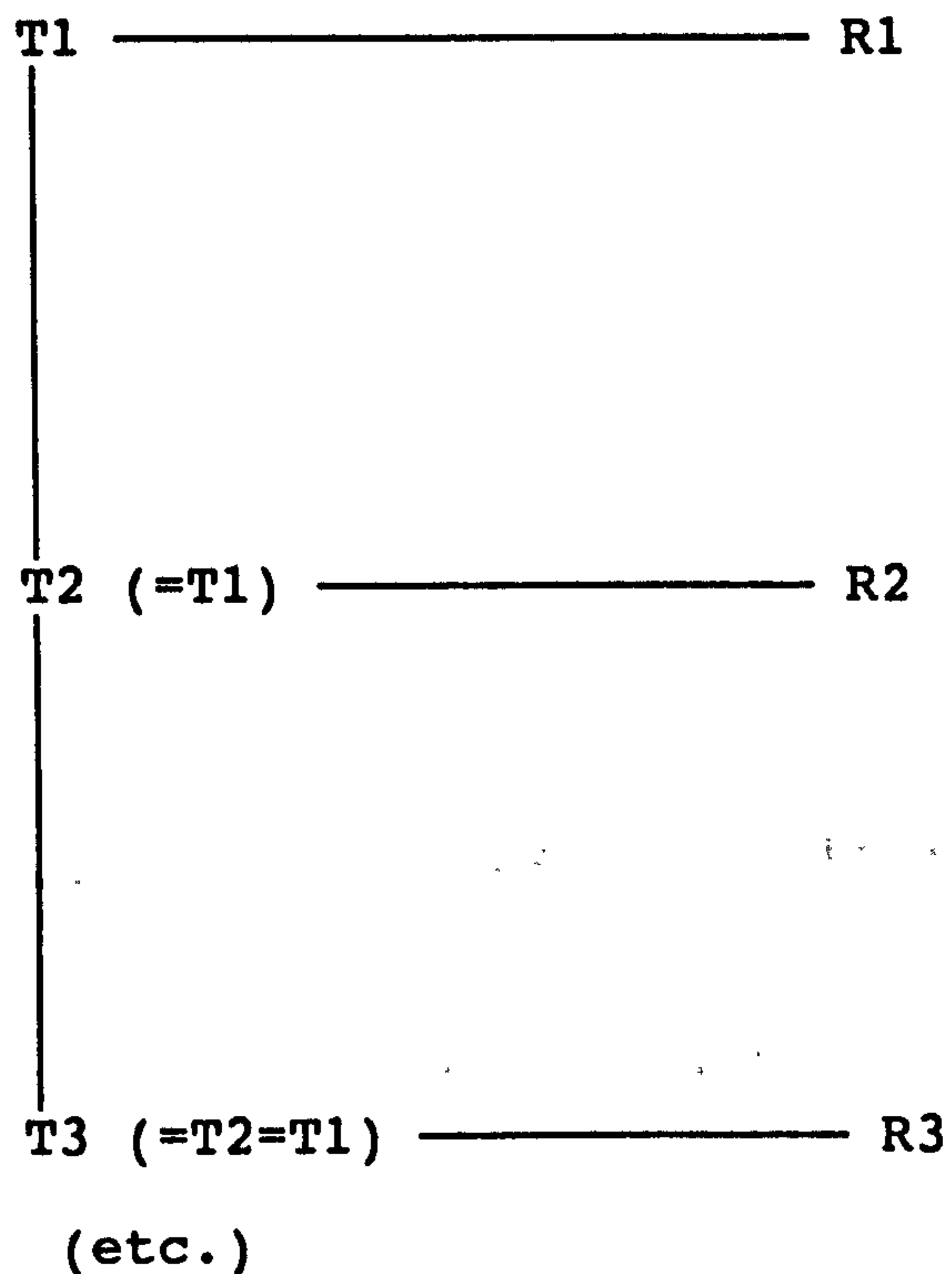


Fig. 2.7 TP with continuous T .

This type of TP is exemplified by the following invented text.

<Mohamed V was determined to free Morocco from foreign control. He did not believe in French or Spanish military superiority any more. He defied the French government. He went to Tangiers where he delivered his historic speech...>

3- TP with derived themes from the same theme as shown in figure 2.8.

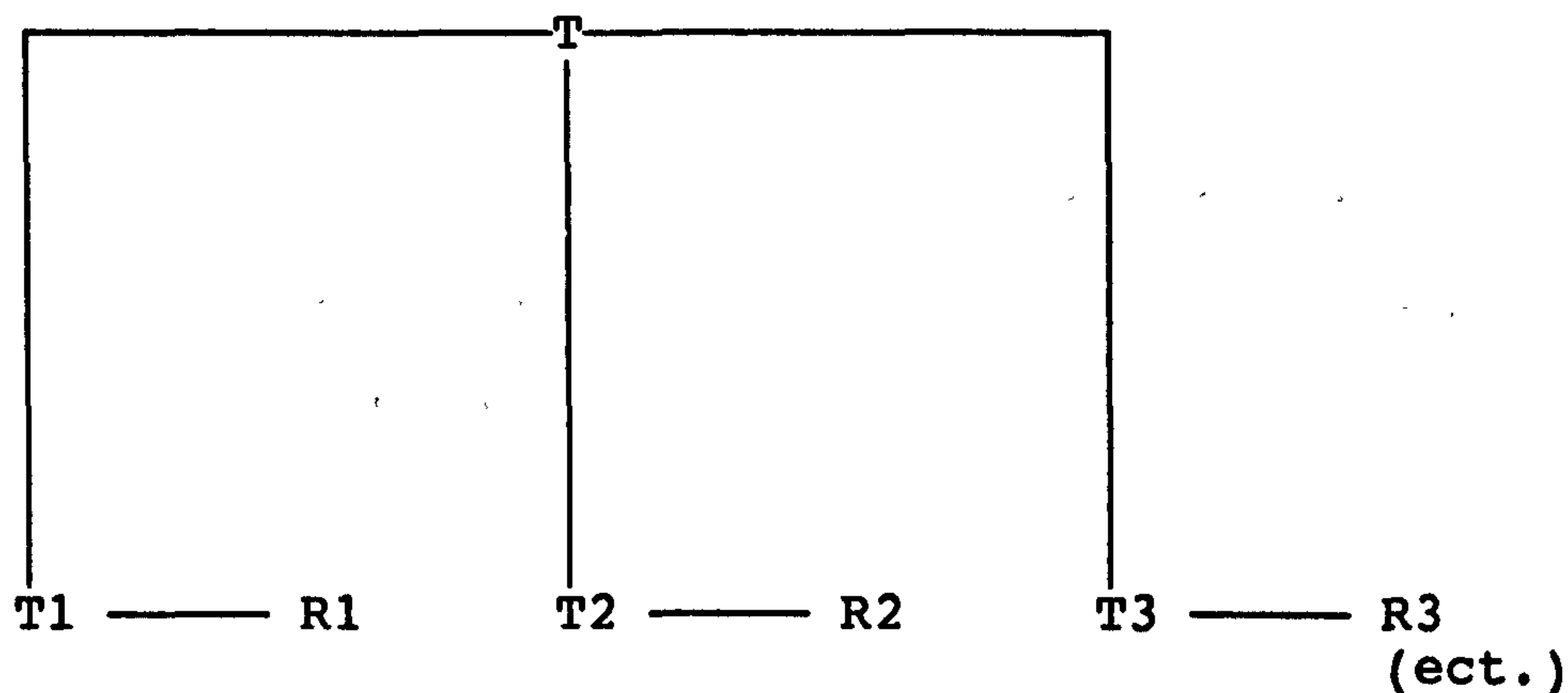


Fig. 2.8 TP with derived Ts from one T .

This third type of TP is exemplified by the following invented text.

<Morocco is a semi-peninsula surrounded by the Mediterranean sea and the Atlantic ocean. The coastal climate is mild, but in central areas the climate is considerably colder during winter. Summers are pretty hot mainly in the southern areas. The most important cities are, Casablanca, Rabat - the capital -, Tangiers, ...>

It is difficult to evaluate studies carried out within the framework of FSP. The definition of communicative dynamism and the formulation of theme - rheme progression have contributed greatly to the understanding and description of

the nature of the structure of texts.

Moreover, FSP text analytical principles have exerted considerable influence on the development of Halliday's systemic and Pike's tagmemic approaches to the study of texts. But within FSP and as Hatim ( 1986 ) argues, the relationship between variation in language use - as texts - and the theme - rheme patternings have not been made very explicit within FSP studies.

### 2.4.2 Structuralist Oriented Studies.

From the late 1960s onwards, interest in text grammatical and text theoretical questions grew rapidly in Europe. By mid-1970s research devoted to text-linguistics reached a first peak with the publication of such studies as Dressler's 1972 - in German - ( cf. Beaugrande, 1980a and with Dressler, 1981 ).

P. Hartmann - who is often referred to as the pioneer of text-linguistics in Germany - characterized text as the fundamental linguistic sign and the principal occurrence of language. ( cf. Beaugrande, 1980b & 1981 ).

Hartmann was concerned with communicative interaction via language in both its oral and written modes and that communicative interaction usually consists of sequences of related sentences - which taken together - form texts.

He has advocated the need for an explicit study of texts within modern linguistics and, accordingly, analytical text studies will bring explicitness to the formal study of language as well as to the differentiation between text-types.

One of his significant contribution to text-linguistics is the distinction he made between «linear» and «hierarchical» analyses of text components. (cf. Beaugrande, 1980b).

Under the stimulus of Hjelmslev's and P. Hartmann's studies, Harweg's « substitutional text-linguistics » ( 1978 ) has primarily dealt with the phenomena of pronominalization in texts.

Pro-forms are considered, accordingly, as the most obvious features that determine the coherent structure of a text and for Harweg any text analysis has to start at this point. Studying text beginnings, Harweg (1980) proposed an account in terms of communicational settings and noted that the text beginning is the strategic place to provide receivers with the means of orientation. Such provision is carried out through anaphora, proper names, time, place, personal role, etc.. Harweg rightly concluded that what would be an appropriate beginning for one text class would not work for another class of texts (cf. Harweg, 1980).

Harweg's descriptive structural approach aims at describing an open-ended class of pro-forms which can be used to explain how certain entities within a text link together to form a coherent whole. This way, Harweg has certainly contributed to the study of cross reference within texts. But, he has not contributed anything, more than that, to text-linguistic theory.

According to Beaugrande ( 1980a & b and with Dressler, 1981) the practice within European structuralist text-linguistics has generally taken the form of the extension of the structural analysis of sentences.



The analysis of verbs within texts, for example, is carried out by establishing a taxonomy of all features related to the verb, such as,

- 1- Active.
- 2- Passive.
- 3- Present.
- 4- Past.
- 5- Affirmative.
- 6- Negative.
- 7- What person the verb expresses.
- 8- Whether the verb is in the subjunctive or indicative mood.
- 9- Whether the verb is part of a prepositional phrase or not.
- 10- The number of nouns the verb dominates. ( etc. )

The aim of such exercise is to arrive at quantitative ratios of different / alike verb transitions within a given text. (cf. Beaugrande, 1980 a & b). But, it is difficult to accept that the phenomena of verb transitions, for instance, can be responsible for the degree of text-structure appropriateness. ( cf. Ard, 1985 ).

As pointed out by Jones (1983) a text model which does not include any pragmatic , or at least semantic, categories can not offer a viable solution to the complex nature of texts as language occurrences.

Generally speaking, continental European structuralist text-linguistics has been mainly concerned with the treatment of internal aspects of texts such as verb transitions in order to arrive at statistical, quantitative information about the frequency of occurrences of verbs - for example - within the text under analysis.

### 2.4.3 Transformationalist Oriented Studies.

As pointed out earlier in this chapter ( section 2.2 ), the proponents of transformational generative theory have not concerned themselves with above-sentence entities such as, texts. Their insistence on the sentence - as the ultimate investigative linguistic entity - has discouraged the study of texts for years particularly in America.

During the 1970s, however, some of the practitioners of transformational generative theory in Europe started to recognize the need for the treatment of texts ( cf. Petöfi, 1974, 1978 & 1979 and van Dijk, 1972 & 1977 for example ). The general assumptions of Transformational Generative Text-linguistics is the initial major category of the Grammar.

The grammar of a language, accordingly, should generate all possible well-formed texts. The development of a grammar capable of generating all possible grammatical texts was, therefore, considered the main task of transformational generative text-linguistics.

According to Petöfi (1974 & 1979) a sentence grammar is incapable of modelling a language user's linguistic competence as it is too narrow in its domain. But, at the same time, a « Text Grammar » is regarded as an expansion of sentence grammar taking into account contextual considerations.

Petöfi maintains that his theory of text grammar would ultimately incorporate the concept of sentence grammars. He has not made it clear how this would be accomplished, however. All we are told is that there are basically two classes of text grammars:

- 1- Fixed-linearity text grammars, and
- 2- Non-fixed linearity text grammars.

The former is a grammar in which the base essentially corresponds to the linear succession of the bases of sentences forming the text. The latter is the one in which the text - base is a deeper structure than the linear succession of the sentence bases forming the text ( cf. Beaugrande & Dressler, 1981).

Petöfi's text grammar also requires the following set of rules:

- 1- A formation rule system.
- 2- A transformational rule system.

The rules within these two systems are supposed to apply in a transitive way, i.e., in both analysis and synthesis.

- 3- A lexicon.
- 4- An algorithm for text analysis to assign to any given text all of its possible syntactico-semantic representations.
- 5- An algorithm for text synthesis. That is, to generate all types of text bases or deep structures.
- 6- An algorithm for text comparison. That is, to establish



the syntactico-semantic relations between any two given texts unambiguously.

It is clear that Petöfi's set of rules bear resemblance with Chomsky's transformational rules. More than this, and as Sellner (1979) noted, the sets of rules 1 and 3 seem to duplicate the work of sets 4 and 5 because they « ideally » appear to perform the same function.

Unfortunately, Petöfi did not motivate any of his sets of rules to prove their importance in the generation of texts within a transformational text grammar.

In conclusion, it can be said that in Petöfi's model, texts are taken as the combinatory product of a lexicon that makes use of the formation rules. The formation rules are assumed to generate abstract, non-linear structures which are, then, transformed into the surface texts or the linear structures. How all these sets of rules work together within a sound and plausible model for the analysis of actual texts was left unanswered, however.



Unlike Petöfi, van Dijk (1972 & 1977) presented a more comprehensible argument in favour of a generative transformational text-linguistics.

He outlined several methodological, grammatical and empirical psycholinguistic arguments to show the need for a text based linguistics and that a text grammar should be able to generate all and only the grammatical texts of a language. van Dijk outlined the following aims of a text grammar:

- 1- To enumerate all grammatical texts of a language.
- 2- To assign structural descriptions to each of the generated texts.
- 3- To formulate rules and conditions at all levels of a grammatical description for the well-formed concatenations of sentences, i.e., to explain features of inter-sentential relations.
- 4- To set up rules for the description of the macro-structures of texts.
- 5- To relate macro-structures with sequential structures of the text through a set of transformational rules.
- 6- To formulate the rules forming and relating semantic structures with phonological structures of all well-formed texts of a language. (cf. van Dijk, 1972 & 1977)

Without denying the similarities between Petöfi's model and van Dijk's - at least at that stage of his study of texts -, some notions in van Dijk's text grammar such as, the notion

of macro-structures, has offered considerable insights for a science of texts ( cf. van Dijk, 1977; 1985a & 1988 ).

European transformational generative text linguistics has come under harsh criticism because of its extensive use of formalizations and neglect of empirical data. ( cf. Sellner, 1979, Beaugrande, 1980a & b and Beaugrande & Dressler, 1981)

As Beaugrande (1980a) pointed out, transformational generative text linguistics is incomplete and will remain so until it develops a comprehensive model capable of explaining textual phenomena as they occur in natural languages rather than setting up complex and obscure models. ( see 2.5.5 below for Beaugrande's views )

#### 2.4.4 Social-communicative Oriented Studies.

Another trend in continental European text linguistic research views language as a form of social interaction realized primarily through communication in the form of texts. Texts can not, accordingly, be adequately analysed without the analysis of the factors influencing the communication process such as,

- a) situation,
- b) social relations,
- c) moral norms, and
- d) co-communicants.

From within this spirit, S. Schmidt (1978) has set three important tasks for a social / communicative oriented text theory.

- 1- To define the context of communication as clearly as possible.
- 2) To describe socially formed and acknowledged types of texts.
- 3) To offer an adequate explanation of the process of communication, i.e., an account of the processes of communication as texts in both production and reception.

The fundamentals of the social communicative - functional approach to text study can summarized as follows:

- 1- Linguistic - communicative activity is always a part of human activity.

- 2- Social relations and corresponding social activities determine the nature of the communicative requirements as well as the motivation and aim of every communicative act.
- 3- Communicative conditions determine the nature of the communicative task and its solution.
- 4- Communicative intentions are closely connected with the text producer.
- 5- Any text performed consciously is structured in content and form according to a communicative plan which is defined as a strategy for the optimal realization of the communicative intentions through the choice of topic and use of various linguistic operations. ( cf. Beaugrande, 1980a & b ).

Linguists working within the social-communicative approach have tried to develop a text-typological approach to text analysis relating communicative acts, i.e., texts to context, text-thematic base, thematic expansion and point of view.

Such attempts have been greatly influenced by Werlich's (1976) classification of texts on the basis of their « dominant contextual focus ».



#### 2.4.5 Soviet Contributions to Text Study.

Besides studies written in German, access to Soviet treatment text proved to be most difficult due to linguistic problems. But, in his review of Soviet text-linguistics, Gindin (1978) shows the considerable progress in the Soviet Union as far as text oriented studies are concerned.

Among many text related issues, the Soviet linguists have considered « Inter-sentential Links (ISL) » that can not be established within sentences. They have noted that such links are primarily effected through,

" ... thought transition and development and should, therefore, be manifested through interconnectedness and mutual conditioning."  
(Gindin, 1978: )

Soviet linguists have also noted that texts - if to be comprehensively accounted for - should not be viewed as « homogeneous » combinations of sentences but rather as a structure which involves various « intermediate » units. To cater for such intermediate units, Soviet linguists have developed the unit of « Supra-sentential Entity » (see chapter 3 in this study).

Soviet linguists - still according to Gindin (1978) - have also dealt with,

- 1- text ontological status,
- 2- the role of text producer's intentions,
- 3- the context of text use, and



#### 4- text typologies.

All with a view to establishing the structural unity and distinctiveness of a given text within the continuum of communication through language.

In his assessment of Soviet scholars' like, Voloshinov and particularly Bakhtin, contributions to the communicative functional approach to the study of language; Cazden (1989) notes that for Bakhtin the analysis of discourse should overcome the separation and distinctiveness of the formal and the ideological approaches and that Bakhtin terms variation in language as "heteroglossia".

" Thus at any given moment in its historical existence, language is heteroglot from top to bottom: it represents the co-existence of socio-ideological contradictions between the present and the past, ... between tendencies, ..., all given a bodily form."

(Bakhtin (1981:291) quoted in Cazden (1989:118)

It follows, therefore, that there are various options, roads or paths plus the different values from the lexicon to choose from in the production of language and that these choices are already saturated with values of their contexts of occurrences.

According to Bakhtin ( cf. Cazden, 1989) the choices are monitored by social consciousness and the dialogic orientation of discourse. (cf. Phillips, 1986 ; Shevoroshkin

& Markey, 1986 and Gindin, 1978, for example, for more details about the Soviet contributions to the study of language to text-linguistics).

#### 2.4.6 A Strategical Model For Communication Processing.

The attempt here is to review an integrated continental European model for communication processing which, more than less, hopefully combines the major text related trends in continental Europe.

The model, reviewed here, has been developed by van Dijk and Kintsch (1983) and aspects of the model are still being investigated particularly within the Amsterdam circle of discourse analysis. ( cf. van Eemeren & Grootendorst, 1987 & 1989).

Relying on their previous proposals (1975 & 1978), van Dijk and Kintsch (1983) have developed a model for communication processing which they call « strategical ».

"Whereas our earlier model could still be characterized as predominantly STRUCTURAL we now propose a more dynamic, process-oriented, on-line, an approach we want to call STRATEGICAL."  
(1983:4 their emphasis)

The model comes in the form of two (2) major categories of assumptions:

- 1- Cognitive assumptions.
- 2- Contextual assumptions.

### 2.4.6.1 Cognitive Assumptions.

#### 2.4.6.1.1 Constructivist Assumption.

To introduce the first assumptions of the cognitive assumptions of their model, van Dijk and Kintsch ( 1983 ) use the event of someone witnessing a car accident. They argue that this someone constructs a mental representation of the event, i.e., the car accident. And, if another person hears about the same event, his understanding of it involves the reconstruction of a mental representation of the story he has heard.

The two representations, van Dijk and Kintsch argue, will not be identical but the common characteristic of both cognitive processes is that both persons - the witness and the receiver of the story - construct a representation in memory on visual and linguistic data bases respectively. That is why this first cognitive assumption is referred to as the constructivist one by van Dijk & Kintsch (1983).

#### 2.4.6.1.2 Interpretative Assumption.

If both the witness of the car accident and the receiver of the story embark on an interpretation of the visual and linguistic data respectively, then,

" ... the events are interpreted as an accident, and the story ... is interpreted as a story about the accident."  
(1983:5)



This is what van Dijk and Kintsch call the cognitive interpretative assumption of their strategical model.

#### 2.4.6.1.3 On-Line Assumption.

For this third cognitive assumption, van Dijk and Kintsch (1983:5) assume that,

"... the witness and the listener ... do not first process and store all input data of the respective events, and only afterwards try to assign meaning to these."

That is, understanding takes place on-line with a gradual processing of the input data and not post hoc. Using the computer metaphor, van Dijk and Kintsch refer to this cognitive assumption as the on-line one.

#### 2.4.6.1.4. Presuppositional Assumption.

Communication participants can construct meaningful mental representations of real events or linguistic events, provided that they have more general knowledge about such events and,

"The listener and the witness may have other cognitive information, such as beliefs, opinions, or attitudes regarding such events in general."

( op. cit. : 5)

van Dijk and Kintsch assume that understanding involves the activation and utilization of internal cognitive information in addition to processing and interpretation of external



data. The cognitive assumption involved here is defined as follows.

" Since this information can be considered as cognitive presuppositions, we will call this the presuppositional assumption of the model."

( op. cit. : 5)

#### 2.4.6.1.5 Strategic Assumption.

Accidents and stories, van Dijk and Kintsch argue, are not observed and understood in a vacuum, but are part of more complex social contexts. The understander, now has three types of information, from cognitive presuppositions, from the events and from the context.

" ... persons have the ability to flexibly make use of various kinds of information, that the information may be processed in several possible orders, that the information that is interpreted can be incomplete, and that the overall goal of the process is to be as effective as possible in the construction of the mental representation."

( op. cit. : 6)

van Dijk and Kintsch (1983) call this the strategic assumption of the model and stress that the term strategic is very crucial to their model for discourse processing. Hence, the reference to their model as a strategical one.

## 2.4.6.2 Contextual Assumptions.

### 2.4.6.2.1. Social-Functionality Assumption.

van Dijk and Kintsch use the term social-functionality to refer to the assumption that understanding of discourses should be viewed as functional activities within wider social contexts.

### 2.4.6.2.2 Pragmatic Assumption.

In the production or reception of discourse certain intentions are involved.

" The form and the interpretation of the story may be a function of this intended speech act function of the utterance act."  
( op. cit. : 7)

This contextual assumption is called by van Dijk and Kintsch as the pragmatic contextual assumption of the model.

### 2.4.6.2.3 Interactionist Assumption.

The next contextual assumption is defined by van Dijk and Kintsch as follows. (1983:7)

"It should be assumed that the interpretation of a discourse ... is embeded within an interpretation of the whole interpretation of the process taking place between ... participants .... The pragmatic assumption should be generalized to an interactionist assumption."

#### 2.4.6.2.4 Situational Assumption.

This final assumption is taken to refer to the interaction within which the processing of discourse is embeded.

"One can not say just any thing in any situation, possible actions, hence possible goals and hence possible discourses, are constrained by the various dimensions of the situation."

(op. cit. : 7-8)

van Dijk and Kintsch (1983:8) conclude their introduction of both cognitive and textual assumptions of the model by stating that,

" ... understanding is longer a mere passive construction of a representation ..., but part of an interactive process..."

#### 2.4.6.3 A Synthesis Of The Model.

Without doubt van Dijk's and Kintsch's model (1983) takes us towards exploring some basic discourse / text processing strategies. The actual ingredients of the model - the cognitive and contextual assumptions -, however, fall short of the ultimate aim of discourse / text processing.

The relationship between variation in communication and the outside discourse / text aspects is not made explicit. The model is primarily concerned with formal semantics - propositional schemata -, and though van Dijk and Kintsch introduce a multi-dimensional model; psycho-cognitive influence almost rules the model, however.

The model, more importantly, does not demonstrate how the assumptions regulate and control discourse / text structure realization. Expectations - as a key factor in the processing of communication reception - and the strategies in the production of communication are not integrated within the model.

It is, accordingly, necessary - for applicational purposes - to build a text model which is a correlate of the communicative information conveyed by texts in use. Such text model should be embeded within a context model which commulatively with a plausible and powerful typology of texts regulate language use - as texts - and variation within that use.



The above remarks, however, do not mean a rejection of the model developed by van Dijk and Kintsch (1983). But, merely show that text - as language in use - and its context along with a typology of texts relationship, on the one hand; and the explicitness of the model - how the various components interact and operate -, on the other hand, are not fully and / or explicitly explored by van Dijk and Kintsch (1983).



## 2.5 AMERICAN STUDIES.

By early 1950s, some American linguists - working within the structuralist framework - became aware of the incompleteness of descriptive linguistics at the sentence or clause levels.

One of the first American linguists to go beyond sentence level in his analyses was Zellig Harris (1952). He did not only consider «discourse » as a legitimate entity of linguistic investigation, but suggested programmatic techniques for a systematic analysis of discourses.

Harris pointed out the existence of chains of «equivalence classes » in a series of connected sentences. Two elements are, therefore, said to be equivalent if they occur in the same environment within the sentence. And, equivalence classes range from the entity « morpheme » to the upper limit «clause».

But, Harris was interested only in formal relations. He did not venture to consider the meanings or functions of sentence elements in their communicative situations.

After Harris, many American linguists have attempted to deal with entities of verbal behaviour larger than the sentence. And, the notions discourse and text have been further developed particularly within the stratificational and tagmemic approaches.

### 2.5.1 Stratificational Approach.

The stratificational approach - based on Lamb (1966) - tried to free linguistic methodology from the inherent limitations of the sentence. Within the stratificational approach, language is seen as composed of three strata:

- 1- Phonology.
- 2- Grammar.
- 3- Semology.

The three strata are said to be mutually dependent on each other. Any language occurrence, accordingly, has to make use of the three strata simultaneously in order to convey meaning.

Studies implementing principles of the stratificational approach have brought new insights into the understanding of discourse structure, particularly with regards to the notion of different kinds of information in discourse and their relation to the various devices of texture. (cf. Taber, 1966 and Stennes, 1969)

The major contribution of the stratificationalists to the study of discourse came from Gleason. Gleason (1968) devised a model for the study of discourse semological structure. He postulated two classes of linguistic entities at the semological stratum, namely, actions and connections. He asserted that chains of actions joined by appropriate connections form an « event-line » and the series of

actions on the event-line can be seen as the «back-bone» of a narrative discourse structure.

Gleason's observations on the model of semological structure provided a basis for the systematic analysis of certain discourse features such as, the organization of event-line, the identification of the participants and the different grammatical manifestations in different languages.

Gutwinski (1976) - drawing on Gleason (1968) and supplementing with Halliday & Hasan (1976) on cohesion - tried to develop a model for the study of cohesion in literary prose structure. According to Gutwinski cohesion is the relations obtaining among the sentences and clauses of a text. These relations occur on the grammatic stratum and they are signalled by certain grammatical and lexical features such as, anaphora, co-ordination, subordination, etc.. These relations are also assumed to reflect discourse structure on the semologic stratum. It follows, therefore, that cohesive relationships can not be analysed in a semologic vacuum.

The stratificational approach has certainly contributed to the analysis of discourse aspects such as, the identification and delimitation of interrelations between the semologic and grammatic strata.

But, linguists working within this model have dealt only with narrative discourse forms and the model itself has not

been widely used in linguistic analysis as yet (cf. Beaugrande & Dressler, 1981).



### 2.5.2 Tagmemic Approach.

The tagmemic linguistic approach is quite similar to that of those ethnolinguists who regard language as part of the culture and human behaviour in general.

Not satisfied with the narrow - in - scope procedures of the American structuralist tradition, Pike (1967) looked for alternatives to language description incorporating insights from European linguistics.

Pike was profoundly interested in the structure of «wholes» in language systems which include not only whole discourses but also behavioural complexes in which verbal and non-verbal behaviour blend together and support each other. Though Pike was interested in language systems as «wholes», the way he defined his basic entity the « tagmeme » as a slot bounded by function within a sentence, was not fully appropriate to be used in text analysis.

Most of the early discourse studies according to the tagmemic approach were mere analyses and catalogues of surface forms and patterns without serious reference to the semantic or pragmatic representations behind the use of such forms.

The notion «tagmeme» has later been developed into « hyper-tagmemes » or « synta-gmemes » especially by Longacre ( 1970 and 1976 ) to account for «sentence-level-tagmeme», « paragraph-level-tagmeme» and «discourse-level-



tagmeme». Longacre (1976) pointed out the basic interests and pursuits of a tagmemic linguistic approach in terms of the following objectives:

- 1- A theory of discourse to find out the devices for linking paragraphs together to form discourses.
- 2- A theory of paragraph to find out the devices for linking sentences within paragraphs.
- 3- A theory of dialogue and dramatic discourse.
- 4- A theory of comparing and cataloguing sentence-types in a variety of languages to obtain a better idea of the range and variety of sentence structures within a - or a group of - language(s).

Certainly, the tagmemic approach has provided documentation of many native languages in remote parts of the world and insights into how language entities combine to form discourses. Yet, its linearity - i.e., entities chained to one another in a linear fashion - prevents the treatment of the interactive relationships between different entities at various levels of discourse structure. This is because the major concern of the tagmemic approach is with the entities rather than with the interactions among them. (cf. Beaugrande, 1980a)

Also, and as pointed out by Beaugrande & Dressler (1981), the tagmemic approach - among many others - does not even try to deal with «non-observable» aspects of communicative interaction through texts such as pragmatic aspects, to name but one example.

### 2.5.3 Grimes' Approach .

At this stage, one has to cite the contribution of Grimes ( 1975 and 1978 ) to the study of discourse / text analysis. While not in any linguistic tradition as such, Grimes was influenced by the principles of both the tagmemic and the stratificational approaches to discourse / text analysis. His interests - like those of most of American discourse analysts - lie in the field of anthropological linguistics and mainly the description of narrative discourses in indigenous languages.

It suffices here to say that Grimes approached narrative discourses from three distinct angles of vision:

- 1- Content.
- 2- Cohesion.
- 3- Staging.

"The first, content refers to what we normally think of as semantics. The second, cohesion has to do with redundancies ...: how the things ... relate back to all that has gone before. The third, staging or topic or thematic structure, deals with the way the speaker controls the perspective from which he presents everything."  
(Grimes, 1978:123)

Grimes asserted that the three categories, content, cohesion and staging subsume phenomena not only in narrative discourses but can also be applicable to hortatory, expository and expressive discourses.

But, as is the case with most early American approaches to the study of discourse such as, the tagmemic and the stratificational ones, Grimes' approach does not include any reference to the context of discourse occurrence.

In opposition to such American approaches, early continental European and particularly British studies noted the importance of context in the study of discourse / text. But, as noted earlier in this chapter ( section 2.1 ), such a situation may have been due to the lack of co-operation between researchers on both sides of the Atlantic.

#### 2.5.4 Grice's Principle of Co-operation.

In an attempt to formulate a general framework for the production and reception of discourse, Grice ( 1975; 1978 and 1981 ) has offered a set of maxims which are governed by a co-operative principle between co-communicants.

" Our talk exchanges ... are characteristically, to some degree at least, cooperative efforts; ... a rough general principle which participants will be expected ... to observe, namely: Make your ... contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the ... exchange in which you are engaged."  
(Grice, 1975:45)

So as to meet such objectives in communication, Grice devised nine (9) maxims within four (4) classes which collectively form the cooperative principle of interactive communication.

##### A- Maxims of quality:

1- Say the truth.

2- Say only what you are certain about.

##### B- Maxims of quantity:

1- Be informative.

2- Do not say more than required.

##### C- Maxim of relation:

1- Be relevant.

##### D- Maxims of manner.

1- Be orderly.



2- Be brief.

3- Avoid obscurity of expression.

4- Avoid ambiguity.

Grice insists that for communication to be effective and efficient all maxims - of the cooperative principle - should be met (cf. Sperber & Wilson, 1986). But, in communication violations of the maxims are very probable. Accordingly, and in an effort to account for such violations, Grice calls upon additional assumptions to preserve the application of the cooperative principle and its maxims. These assumptions are referred to as implicatures.

"... Grice's ideas on implicature can be seen as an attempt to build on a common sense view of ... communication by making it more explicit and exploring its implications."

(Sperber & Wilson, 1986:35)

But, for implicatures to be appropriately processed, the need for the context of communication occurrence and particularly the pragmatic aspects are crucial.( cf. Beaugrande & Dressler, 1981). Sperber & Wilson (1986) argue that all Grice's maxims could be collapsed into one major maxim, so to speak, of communication, namely relevance.

In conclusion it can be said that Grice's principle of co-operation - its maxims and implicatures - undeniably account for a number of aspects such as, the completion of communication constituents. Yet, communication related



questions such as,

"What form of shared information is available to humans? How is shared information exploited in communication? What is relevance and how it is achieved? What role does the search for relevance play in communication?"

(Sperber & Wilson, 1986:38)

require a more procedural and strategic approach capable of handling communication occurrences - as texts - in a more wholistic way.

### 2.5.5 Beaugrande, Robert de.

Observing the diversity of text related research, Beaugrande has asserted that the future development of text-linguistics proper is dependent upon the integration and consolidation of all discourse / text related research areas such as, sentence linguistics, philosophy, cognitive psychology, ethnography of communication, artificial intelligence, etc. (cf. Beaugrande, 1980a:5-10)

Stressing that the notion text is crucial for any linguistic research, Beaugrande (1980a:2-4) defines text as a « communicative occurrence » and that text-linguistics can not aim at providing abstract grammars to generate all possible well-formed texts and exclude all non-texts. Text-linguistics should, rather, concern itself with the study of textuality as a factor arising from communicative procedures for text utilization.

Beaugrande, (1980a & b; 1984 and with Dressler, 1981), has set up seven (7) standards of text textuality of which the first 5 ones are text user related ( cf. Widdowson, 1984 ).

- 1- Intentionality.
- 2- Acceptability.
- 3- Informativity.
- 4- Situationality.
- 5- Intertextuality.

6- Coherence.

7- Cohesion.

Within the framework of this study, the first 5 standards of textuality are accounted for within the context of text utilization ( see the next chapter ). The standard of coherence refers to the structure of texts and the last one - cohesion - refers to the various grammatical and lexical devices which go into the making up of the different levels of text-structure.

Besides, the above 7 standards of textuality, Beaugrande (1980a & 1984) calls for other 3 standards related to the utilization of texts to communicate.

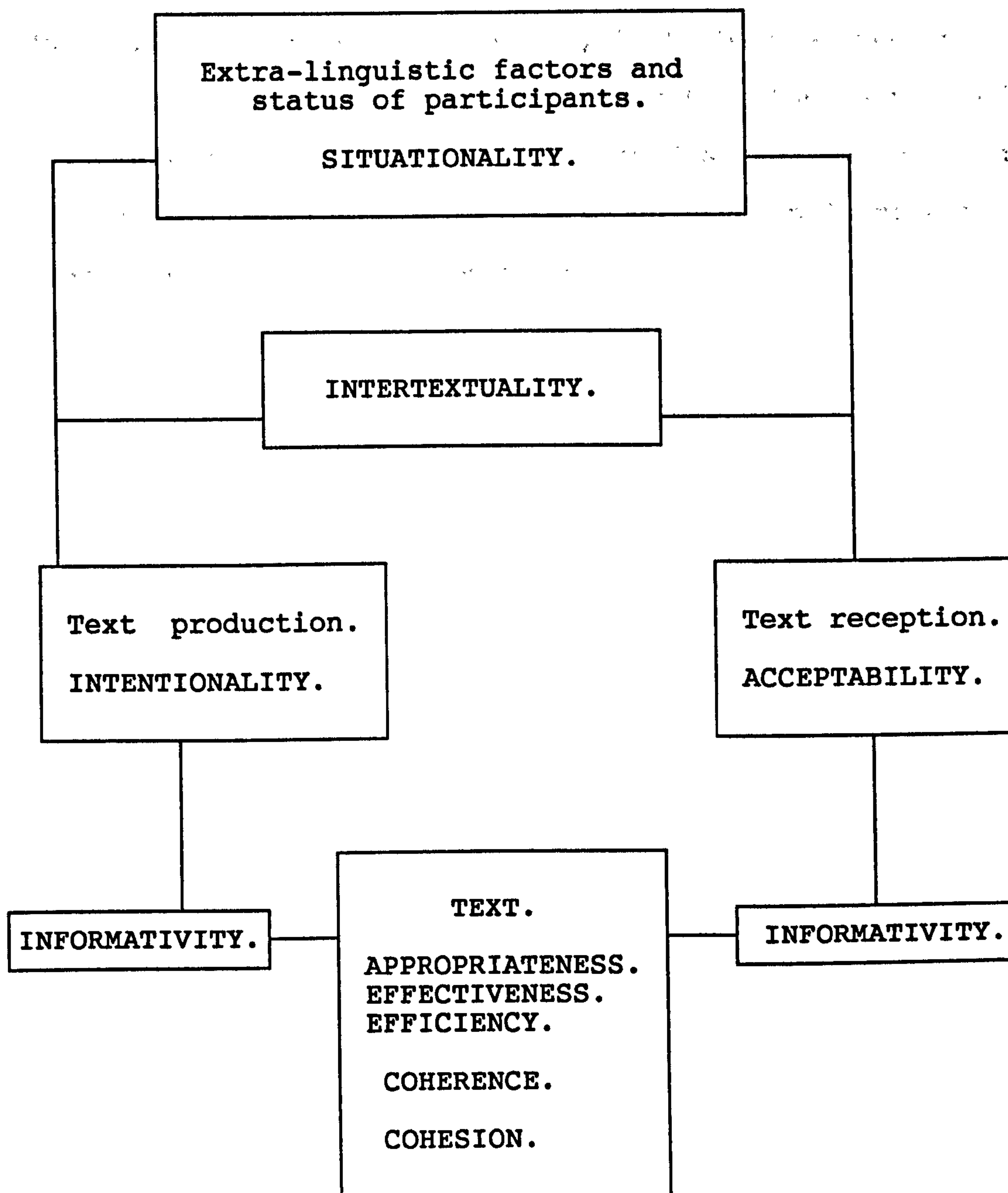
1- Efficiency.

2- Effectiveness.

3- Appropriateness

These 3 standards are principles which regulate communicative behaviour through text utilization.

The constitutive principles of Beaugrande's model for communication through texts can be diagrammatically elucidated as attempted in figure 2.9 below.



**Fig. 2.9 Constitutive Principles of Communication through Texts.** ( After Beaugrande, 1980a & b and 1984 ).

At this stage, one should state, however, that though Beaugrande's model needs further modifications derived from empirical verification - such as his definition of text (cf. Widdowson, 1984) -; he, nonetheless, is to be credited with having set up an integrated framework for the study of texts. Surely, Beaugrande is not done justice in such a dramatically short review, but his views have influenced the arguments put forward in this study.



## 2.6 Conclusion.

As mentioned in the introduction to this chapter, the review is selective and mostly related to the background of the model adopted in this study for the processing of text-structure.

The model, which is introduced in the next chapter, relies mainly on the views of Halliday, Hasan, Beaugrande and particularly Hatim with some rudimentary and suggestive formulations of mine.

It follows, accordingly, that many studies are merely referred to - or not at all -. But, this does not imply that such studies are not important, on the contrary, it simply means that it is beyond the scope of the present study to have such studies included.

### **CHAPTER THREE :**

### **A MODEL FOR TEXT-STRUCTURE PROCESSING.**

### 3.1 Introduction.

While the previous chapter selectively reviews those text oriented studies which form the immediate theoretical background of the model adopted in this study for the processing of text-structure, the objective of the present chapter is to lay out, in a concrete way, the major constituent parts of the model.

At the outset, the model should be viewed as an eclectic one. That is, utilizing insights gained from various studies - particularly, Beaugrande, 1980a & b and with Dressler, 1981; Gindin, 1978; Halliday, 1973, 1975, 1985b & c; Hasan, 1978, 1985c; Hatim, 1983, 1984a & b and 1987) - plus some rudimentary and suggestive additions of mine. All such input, hopefully, combines into a more coherent and comprehensive model, namely the one adopted in this study for the processing of text-structure.

The aim of such an attempt is to make various ideas in theory accessible for use in the practical domains of both descriptive activity of language occurrences as texts and in the teaching of translation - as well as foreign language - teaching particularly at advanced university levels.

Generally, the model has been mostly used in translation assessment and text errors analysis. Accordingly, the purpose of the present study - as stated in its introduction - is primarily the testing of the model's

pedagogical viability with particular reference to the teaching of translation into English to advanced Arab students. ( see chapters 4 and 5 )

Within the framework of the model adopted, here, text and structure enjoy an organic and mutual relationship. Within such relationship text refers to any stretch of language interpretable within a context of use and intended to communicate.

But for a text - mainly written - to be communicative, efficient and appropriate - in the terms of Beaugrande & Dressler (1981), the text needs to have a structure.

Text-structure refers to the hierarchy of entities which realize the text. In other words, structure is the set of principles which determines,

"... the ways a text is put together."  
(Hatim, 1987:109)

It follows, therefore, that for a text to acquire «textness» (cf.Hasan, 1985c) it should display an appropriate structure compatible with its context of use. Of course, texture - which, among other things, subsumes the various cohesive devices - is likewise important in the textness of a given text. But, it is complementary to structure. It fills the various structural slots in a text and it is, accordingly, generally guided by structure. (cf. Hasan, 1985c; Hatim, 1987 and Meyer, 1987)



By the same token, text-structure itself is guided by its context of occurrence which collectively refers to the world or entourage within which a text is produced or received.

My interest in text structure is also due to:

- 1- Structure has not been widely studied as texture has. (cf. Meyer, 1987 and Monagan, 1987)
- 2- Advanced Arab students have «good» command of the various texture devices of English, but need more training in order to be able to appropriately produce written texts in English. (cf. Holes, 1984 for example)

Apropos of the model adopted in this study for the processing of text-structure, it should be emphasized that apart from the processing of the pragmatic aspects of context ( 3.2 below ), the model is primarily descriptive. The psychological or cognitive processes of text production and / reception are not of immediate concern as far as the scope and objectives of the present study - and by extension the model - are concerned.

The remainder of this chapter is organized as follows:

- 1- Section 3.2 discusses the context of text-structure processing. Pragmatic and semiotic aspects of context are explained with particular focus on the objectives of the model.
- 2- Section 3.3 discusses the status of the entity text within a hierarchy of communication.



- 3- Section 3.4 introduces and discusses the levels of text-structure organization. Four (4) levels are distinguished of three are labelled after Gindin (1978), Hasan (1985c) and Hatim (1987). The fourth level or «textlet» is added and explained in sub-section 3.4.2.
- 4- Section 4.4 - the final one - discusses two control centres namely, threshold of termination and commitment vis-à-vis response which assist in the sectionalization of a given text-structure into its levels of organization ( cf. Beaugrande & Dressler, 1981 and Hatim, 1987).

### 3.2 CONTEXT OF TEXT-STRUCTURE PROCESSING.

To produce a text or receive it is a social activity. The ability to do so is the outcome of a socialization process. (cf. Hymes, 1967)

This activity involves interaction first with,

"... that little coterie of people who constitute ... meaning group."  
(Halliday, 1978:1)

then with a more remote and far more wide ranging speech-qua-writing community, comes the tacit knowledge of the significant differences and regularities that make up the spoken and the written realizations of language. (cf. Stubbs, 1980)

What we are trying to introduce here is that totality of "what goes on" with the activities of producing and / or receiving texts with regards to what Halliday (1978) calls "social orders".

This what goes on or CONTEXT is assumed here to refer to sets of intentions and expectations which accompany the production and reception of texts. (cf. Beaugrande & Dressler, 1981 and Hatim, 1987)

Each formulation of context is distinct and associated with an individual text as Hasan (1985c:56) puts it,

"... it is not surprising that the features of the CC [contextual configuration] can be used for making certain kinds of predictions about text structure."

The negotiation of text-structure context of occurrence, should not be viewed as a random jumble of features but rather as a totality of those aspects which make up the entourage within which a text-structure unfolds.

To quote Halliday (1985c:11) the formation of the aspects of context is arrived at through,

"... a systematic relationship between the social environment on the one hand, and the functional organization of language on the other."

This systematic relationship is conceived of here as that holding between the formation of context hypotheses and the materialization of communication through language.

The variation in the formation of context hypotheses yields variation in the unfolding of text-structures. Context also limits the range of syntactic and semantic choices available to fill the slots within the different levels of text-structure organization. (cf. Hatim, 1987, Meyer, 1987 and Ventola, 1987)

Within the framework of this thesis, context hypotheses formation is accounted for within two sets of hypotheses:

- 1- Pragmatic hypotheses, and
- 2- Semiotic hypotheses.

### 3.2.1 Pragmatic Hypotheses.

The definition of the areas of pragmatics is still a debatable issue in linguistics, as van Dijk ( 1977 : 189 ) puts it,

"Whereas the aim of syntax and semantics and their place in the grammar are relatively clear, the task of PRAGMATICS and its contribution to linguistic theory are by no means decided issues."

Yet , and for the purposes of the model and the thesis, pragmatic aspects of the context of a given text-structure are taken to refer to the purpose - intentions and / or expectations - in the production and the reception of a given text. ( cf. Beaugrande & Dressler, 1981; Cook, 1989 and Hatim, 1987 ).

It follows, accordingly, that within the framework of this thesis pragmatic hypotheses include the attitudinal states of text production and / or reception. That is, the number of choices which are inter-dependent and consciously intended by producers and expected by receivers in the utilization of texts. (cf. Beaugrande & Dressler, 1981; Hasan, 1985c and Hatim, 1987)

The pragmatic hypotheses of a given text-structure (intentions and / or expectations) subsume aspects such as the topic, the channel and the formality vis-à-vis informality of a text in use .



Pragmatic hypotheses, therefore and as Hasan (1985c) and Hatim (1987) note, collectively motivate and monitor what, where, why and how often the various levels of text-structure organization must or can occur depending on the communicative purpose (intentions and / or expectations) behind the production and / or reception of a given text particularly at the level of structure of that text.

The pragmatic hypotheses of text-structure production and / or reception as introduced above integrate Hatim's communicative and pragmatic macro-layers of context and Beaugrande's user related strands of textuality, namely informativity, acceptability and intentionality. (refer to chapter 2 in this study)



### 3.2.2 Semiotic Hypotheses.

Once the pragmatic hypotheses of text-structure are negotiated another set of context hypotheses gets underway. This set, or semiotic hypotheses, refers to the status of a given text-structure with relation to other text-structures within its type or other types.

Within the framework of this study, semiotic hypotheses of context subsume,

- 1- The concept of intertextuality, and
- 2- The classification of text-structures into types.

Intertextuality which is defined by Beaugrande & Dressler (1981:182) as,

"... the ways in which the production and reception of a given text depends upon the ... knowledge of other texts."

refers to the process of utilizing existing texts within others to serve particular pragmatic purposes.

Yet, not every text can qualify to be intertextually utilized within other texts. Only those texts called «coded» or «formulaic» can be carried on from one text to another.

These coded or formulaic texts spark off communicative information capacity to serve specific pragmatic purposes within a given text. (cf. Halliday, 1985c and Thomas, 1989b)

But for the intertextuality process to work, texts should be organized in terms of types so as to facilitate access to text instances within the various types with minimal processing activity. (cf. Beaugrande & Dressler, 1981; Hatim, 1987 and Widdowson, 1984)

The classification of texts into types - as a semiotic aspect of text-structure context - makes it easier to distinguish first the types and then the various instances within each type.

The typological classification of texts as Streek (1984:115) argues is required to provide,

"... additional explanatory factors ... to support hypothetical attributions."

Within the same spirit of argument, Longacre (1979) stressing the importance of typologies of texts argued that without such typologies texts can not be analysed in any insightful way.

The ultimate aim of typological classifications of texts into types is to devise order in the production and reception of texts particularly at the level of structure.

"... typological work can enable us to distinguish «family resemblances» and combinatory possibilities, and even to make a dynamic use of ... types in the analysis of discourse "  
(Sbisà, 1984:107)

Within types, text-structures are considered in terms of their holistic and global meanings rather than in terms of the sum total of the meanings of their individual constituents. (cf. Hatim, 1987 and Meyer, 1987)

This is because structure is vital to the textness of a given text as Ballmer (1984:27) puts it,

"... text sorts via the relevant structure."

For the purposes of this study the typology developed by Hatim (1983 and 1987) is adopted. The typology classifies texts into three (3) major types primarily according to their pragmatic purposes, viz:

- 1- Expository type.
- 2- Argumentative type, and
- 3- Instructive type.

Within the three types text instances are distinguished according to their distinctive value which defines the communicative purpose of the text occurrence. This typology has been primarily applied in text descriptive analysis and some text errors analysis.

The prime aim, of this study, accordingly is to find whether the typology and the respective levels of text-structures can have pedagogical implications with particular reference to the teaching of translation at advanced university levels.

3.2.2.1 Expository Type.

Texts within this type have the purpose of exposing information without intervening in the nature of that information.

This type, therefore, has as distinctive feature the value [ - evaluative ] and of texts within this type can be descriptive, narrative or focussing on conceptual relations.

A text-structure within the expository text-type is assumed to be organized as shown in figure 3.1 below.

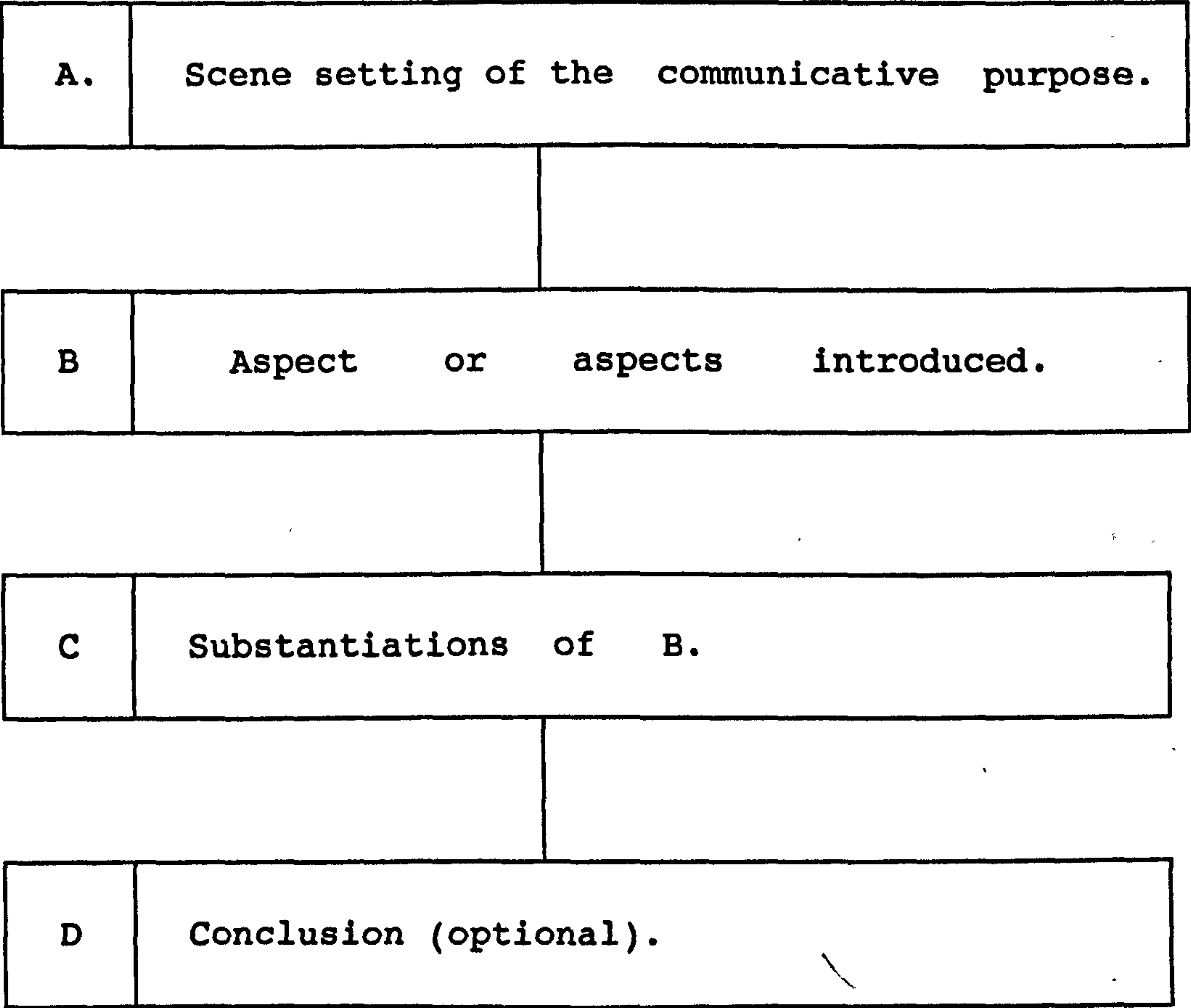


Fig. 3.1 Structure of Expository text-type.



### 3.2.2.2 Argumentative Type.

Texts within the argumentative type - as those within the expository type - also expose information.

But, the purpose behind such exposition is to evaluate that information by either,

- a) opposing it, or
- b) evaluating it (arguing it through).

Accordingly, the argumentative type has as its distinctive feature the value [ + evaluative ] along with the feature [ + / - overt ].

Texts within this type can, therefore, be either

$$\begin{bmatrix} + & \text{evaluative} \\ + & \text{overt} \end{bmatrix}$$
 if they oppose the exposed information,  
 or  

$$\begin{bmatrix} + & \text{evaluative} \\ - & \text{overt} \end{bmatrix}$$
 if they simply evaluate ( argue through) the exposed information.

Text-structures within the argumentative type are assumed to be organized as shown by figure 3.2 below.



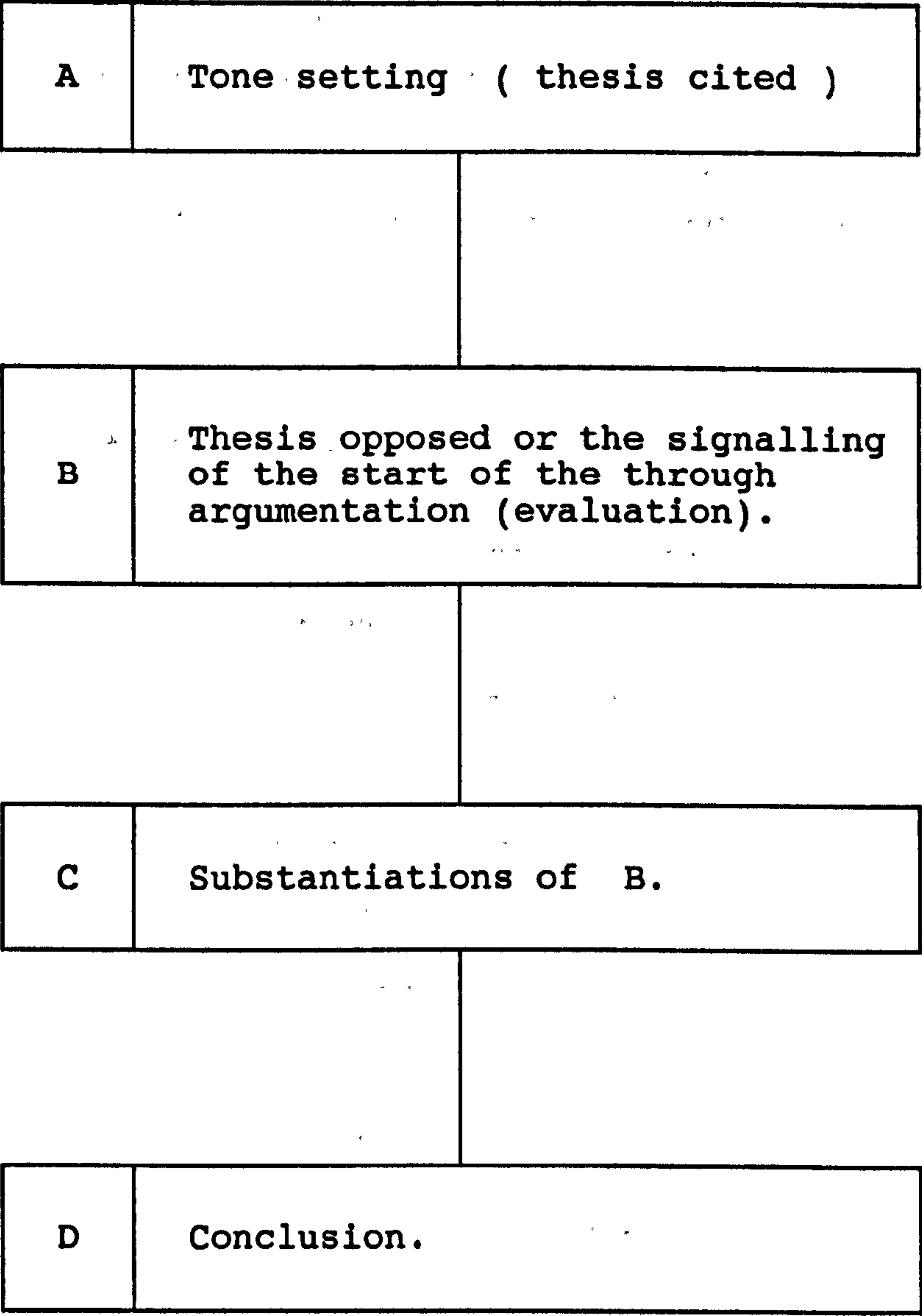


Fig. 3.2 Structure of argumentative text-type.

3.2.2.3 Instructive Type.

Texts within the instructive type aim at forming future behaviour. This type has as its distinctive feature the value [ option ] which can be [ + option ] or [ - option ] depending on the communicative purpose of the text. [ + option ] as in advertisements and [ - option ] as in treaties.

Text-structures within the instructive type are assumed to be organized as shown by figure 3.3 below.

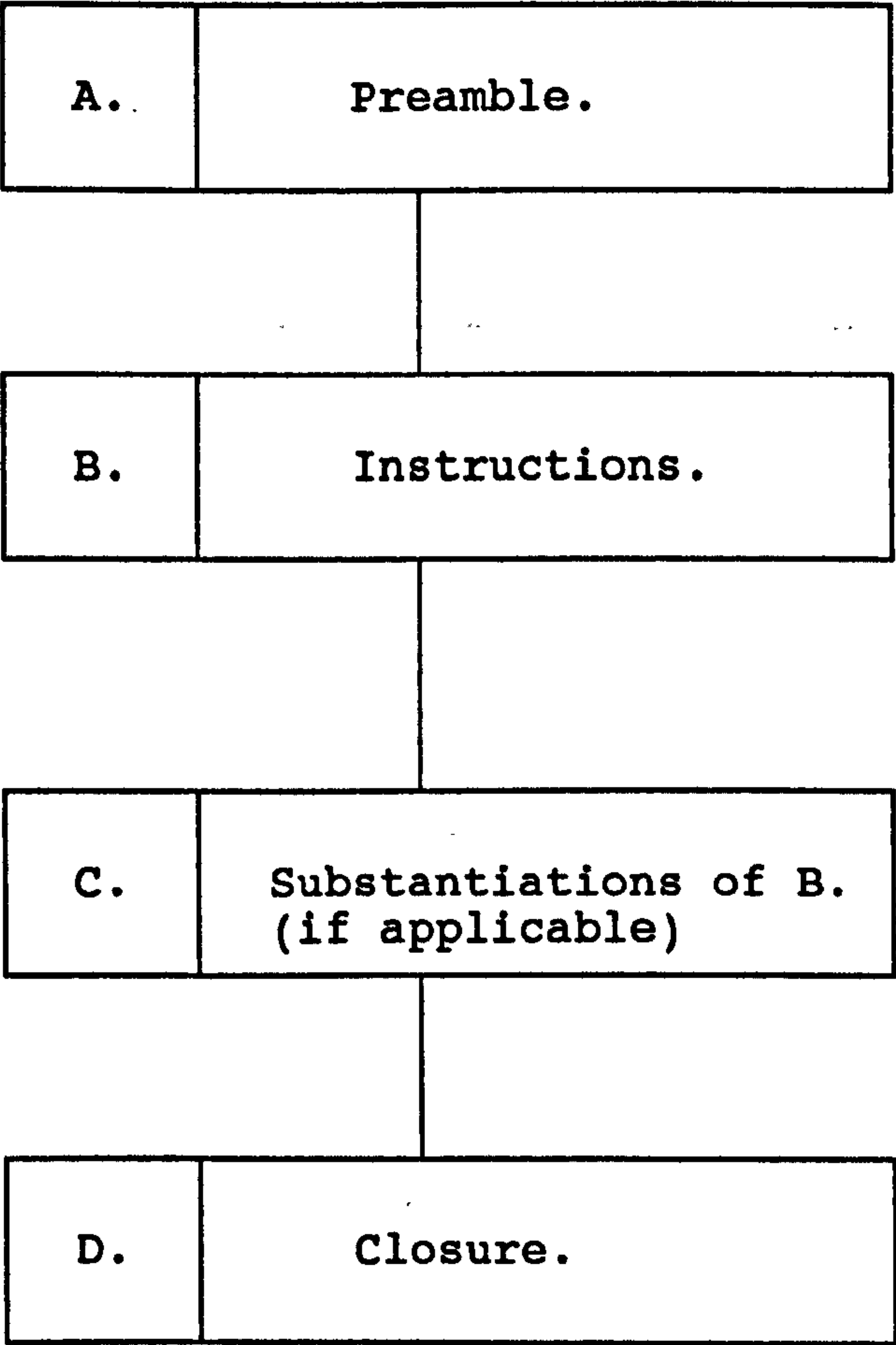


Fig. 3.3 Structure of instructive type.

The three (3) text-types and their exponent text instances, as introduced above, are diagrammatically shown in figure 3.4 below in terms of the distinctive feature values.

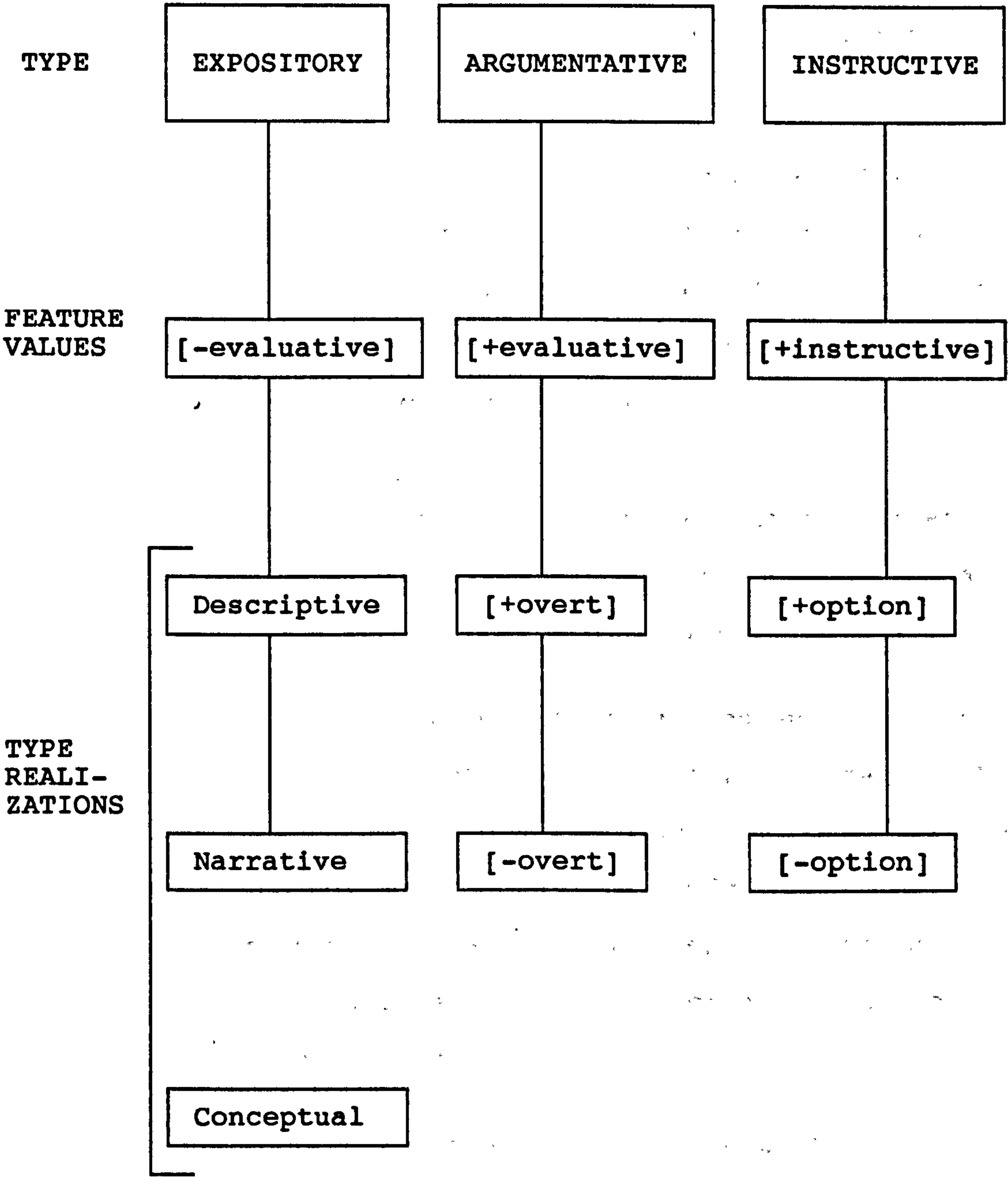


Fig. 3.4 The 3 text-types and their realizations.  
( After Hatim, 1983; 1984a & b and 1987)

Many text-typologies have been proposed (cf. Beaugrande & Dressler, 1981; Moore et.al., 1985; Werlich, 1982 and ZidatiS, 1982 for example). But the typology developed by Hatim and outlined above has proved to be capable in capturing and accounting for variation in language use (refer to chapter 1 in this study).

Beaugrande & Dressler (1981), for instance, distinguish literary and non-literary as types. But no such types can exist as purposes of language in use. A literary text either exposes information with or without evaluation and accordingly can be classified as expository or argumentative type.

The literary aesthetics of a text are accounted for at the level of texture which can be immune to non-determinacies if not guided by a typologically monitored structure.

Moore et.al. (1985) distinguish exposition and enquiry as the constituent types of their typology of texts. But, exposition and enquiry are assumed to form one text-type within the typology adopted in this study. Accordingly, if exposition represents information, enquiry is also a representation of information about information and both are assumed not to be [+evaluative].

The typology adopted in this study along with the levels of text-structure organization (3.4 below) are exemplified in the form of a descriptive analysis of 3 texts in the

next chapter which also reports on the design of an experiment. The experiment aims at testing the pedagogical viability of the model in general and with particular reference to the teaching of translation at advanced university levels.

It should be noted here that given the complexity of language uses realization, fuzziness is likely to occur. But in any text the values of a given type are predominantly prevalent.

In conclusion to this account of the context of text-structure processing, it should be noted that both the pragmatic and the semiotic sets of hypotheses are to be looked at in their interactive relationship. That is, no set can enjoy singularity in the processing of context of a given text and how it should be structured.

Accordingly, context processing should be viewed as a series of negotiations which can be questioned or altered if the processing of text-structure comes to a halt as Sperber & Wilson (1986:137) put it,

"... there is nothing in the nature of a context, or of comprehension, which excludes the possibility that context formation is open to choices and revisions throughout the comprehension process."



### 3.3 TEXT-STRUCTURE ORGANIZATION.

#### 3.3.1 A Hierarchy of Communication.

When we speak of Arabic or English languages, for example, the tendency is to refer to an abstract package, so to speak, of potential occurrences.

These potential occurrences give language an aspect of multiplicity. Multiplicity at the levels of purposes, functions and communicative information.

Within the perspective of this thesis, language as a multiplicity potential package of occurrences is made operational by discourses. Discourses are then made manageable by text-types and the types are realized by texts. And, for texts to acquire text-ness they should, most of all, display structures which are compatible with the statements of the types of which the texts are instances. (cf. Hasan, 1985c; Hatim, 1983 & 1987 and Ventola, 1987)

In a top-down fashion, this hierarchy of communication through language is perceived here as follows.

- 1- Language - the package of potential occurrences - is made operational by AT LEAST ONE discourse.
- 2- A discourse is made manageable by AT LEAST ONE text-type.
- 3- A text-type is, then, realized by AT LEAST ONE text.

The terms operational, manageable and realized are used here in an attempt to reflect the delicacy of the hierarchy of

communication through language.

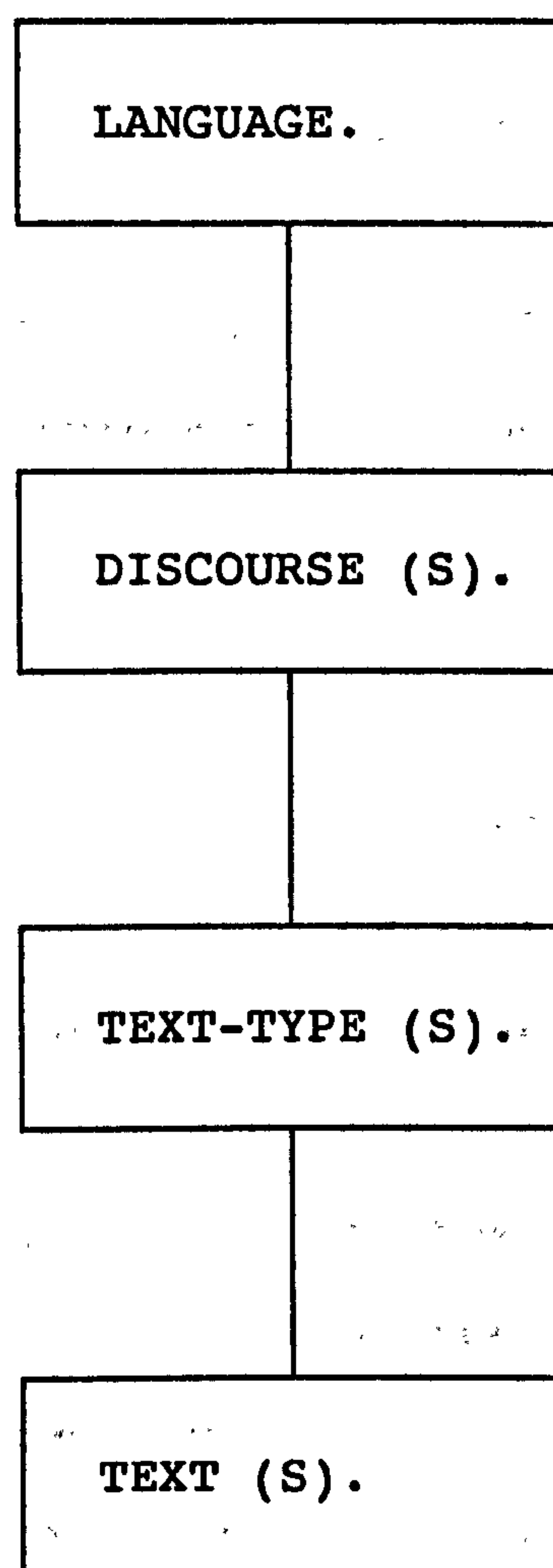
A newspaper, the Guardian for instance, stands for the level of language - within the hierarchy of communication as explained above - and the sections, so to speak, within the paper such as, home news, financial news, foreign news, etc., each stands for the level discourse within the hierarchy of communication.

Within each discourse, or section of the paper, various texts can be grouped within the 3 text-types as introduced in section 3.2 above. And each text-type can be realized by at least one text instance occurrence.

Figure 3.5 below tries to diagrammatically capture the various levels of the hierarchy of communication as explained above.

The (S) after the levels discourse, text-type and text mean that any level of the hierarchy is operated, managed or realized by at least one entity from the level immediately lower in rank.

But the level language is assumed to represent a package of potential occurrences and is the highest level of the hierarchy.



**Fig. 3.5. Levels of the hierarchy of communication.**

### 3.3.2 Levels of Text-Structure Organization.

As mentioned earlier in this chapter, text-structure refers to the principles which determine the ways a text is put together.

Also - and within the typology adopted here for the purposes of this thesis - a text-structure should have its own meaning and that this meaning is related to the text-type which the text-structure materializes or realizes.

"Any structure which does not have  
meaning is trivial enough, meaningless."  
(Meyer, 1987:9)

Within the perspective of this thesis a text-structure can be expository, argumentative or instructive as far as its overall or global meaning is concerned. And, the processing of a text-structure refers to the identification of the various levels which realize the text-structure in order to find whether or not that text-structure is appropriate and acceptable with regards to the requirements of its text-type and the pragmatic hypotheses of context.

Within the framework of this thesis, four (4) levels are assumed to constitute the structure of a given text. The 4 levels collaborate in a «chinese boxes» fashion to realize the structure and by extension the entity text as the top-most constituent of a given structure. (cf. Hatim, 1987)  
The 4 levels of text-structure organization are discussed in



the four subsequent sub-sections below in a top-down way as follows.

- 1- Level 1 : Text as the top-most constituent of structure.
- 2- Level 2 : Textlet as the second constituent of the structure and ranking immediately below the level text.
- 3- Level 3 : Suprasentential Entity as the constituent ranking below level 2 ,or textlet, of structure. And,
- 4- Level 4 : Element as the innermost constituent of the structure.

The terms which designate levels 1, 3 and 4 are used after Hatim (1983, 1984 and 1987), but the term designating level 2, or textlet, is added here for reasons which are explicated in 3.3.2.2 below.

It should be mentioned here that the 4 levels of text-structure organization do not necessarily appear all of them and all the time in a given structure. But, the theoretical rank upgrading operation - introduced in 3.3.1 above - enables us to process a text-structure in terms of the 4 levels.

In other words, the assumption is that each level of text-structure is constituted by AT LEAST ONE constituent of the level immediately below in the ranks of structure. That is, a text is constituted by at least one textlet, a textlet by at least one suprasentential entity and a



suprasentential entity by at least one element. The level element is the innermost constituent of a given text-structure and can not be constituted by any lower level.

### 3.3.2.1 Level One: Text.

Despite the diversity of approaches for the study of texts, - as basic linguistic entities with particular reference to written medium -, linguists with various theoretical allegations would agree, to some extent, on the nature of the entity text.

The following randomly chosen definitions would suffice here.

"A text is a «quantum» of communicative activity possessing relative autonomy (distinctness) and unity (integrity)."  
(Gindin, 1978:261)

"Language occurrences may have the surface format of single words or sentences, but they occur as texts: meaningful configurations of language intended to communicate."  
(Beaugrande, 1980:1)

"A text is an extended structure of syntactic units such as words, groups, and clauses and textual units that is marked by both coherence among the elements and completion."  
(Werlich, 1976:23 author's emphasis)

"... the overt trace of an interaction, which can be used as a set of clues."  
(Widdowson, 1983:38)

"The text is a unit of meaning; it is language that is functional in some context."  
(Hasan, 1985c:68)

and finally,

"Text ... is the string of «sentences» which map a set of communicative intentions onto the linguistic surface with the aim of fulfilling a particular rhetorical purpose."  
(Hatim, 1987:113)

From the above quotations, text either is or has,

- 1- autonomy.
- 2- integrity.
- 3- intended to communicate.
- 4- extended structure.
- 5- complete.
- 6- set of clues.
- 7- a unit of language.
- 8- functional. And,
- 9- a purpose.

While the attempt here is towards a concatenation of the above views in order to arrive at a plausible definition of the term text, the following account is in line with the arguments put forward in this thesis.

The processing of language manifestations - discourses - can be declared as texts only when their structures are compatible with the text-types of which the texts are instances .

A text, therefore, refers to a structure which, as James

(1980:103) puts it,

"... not just a random sequence of content-related sentences."

But rather a complete instance of a given text-type and a functional set of clues as regards its 4 levels of organization which collectively intend to communicate the pragmatic intentions of its context.

A text, accordingly, is the highest or top-most constituent of its structure.



3.3.2.2 Level Two: Textlet.

The input that goes into the making of the entities of level 2 should be viewed as a set of procedures within the model adopted in this thesis for the processing of text-structure.

Level 2 is less general in scope than level 1 - text -, but expands in scope over level 3 which immediately comes below it in the structure organization. Accordingly, an entity of level 2, or TEXTLET to use a term more compatible with the purposes of this thesis for the processing of text-structure, is an aggregation of at least one entity from level 3 or suprasentential entity (3.3.2.3 below).

The following example would help in justifying the use of level 2 - textlet - as an addition to Hatim's model (1983 and 1987).

Within the argumentative text-type, a  $\left[ \begin{array}{l} + \text{ evaluative} \\ + \text{ overt} \end{array} \right]$  text

is assumed to be structured in the following way:

A =	A thesis cited to be opposed.
B =	Thesis opposed.
C =	Substantiations of B.
D =	Conclusion.

Entities from lower levels of text-structure - 3 & 4 - collaborate to constitute A, B, C and D. But, another level of structure organization is needed to demarcate,

A \_ as the thesis citer.

B \_ as the thesis opposer.

C \_ as the opposition substantiator; and,

D \_ as the concluder.

In other words, level 2, or textlet, is used here to designate the various «mini», so to speak, purposes - A, B, C and D - to constitute the overall and global purpose of the text-structure, namely

[	+ evaluative + overt	]
---	-------------------------	---

as an instance of the argumentative text-type.

The addition of level 2 - textlet - to Hatim's 3 levels is that in a given text-structure, such as the

[	+ evaluative + overt	]
---	-------------------------	---

example used above: A, B, C and D can

be constituted by more than one entity from level 3, or suprasentential entity, and level 2 - textlet - comes to signal the grouping of entities from level 3 as A, B, C or D, i.e., as textlets which serve the general purpose of the text-structure in question.

Level 2 - textlet - along with the other 3 levels of text-structure organization are exemplified in the descriptive analysis of 3 texts in the next chapter.

### 3.3.2.3 Level Three: Suprasentential Entity (SE).

Gindin (1978), reporting on Soviet contributions to text studies, identifies the suprasentential entity (SE hereafter) as a small unit which is,

"... «readily surveyable» ... intermediate between a single sentence and the whole text or such large units of text structure."  
(Gindin, 1978:264)

The identification of an SE, as is the case with the other 3 levels of text-structure, depends on the pragmatic hypotheses of the context and the text-type in operation.

An SE is the level of text-structure lower in rank than level 2, or textlet - which stands for Gindin's - such large units of text structure-, but higher than level 3, or element.

It should be mentioned here that punctuation can not be the sole guide in the identification of an SE. This is because punctuation often separates what would be more naturally treated as constituting one level and conversely joins what constitute different levels. (cf. Hasan, 1985c and Hatim, 1987)

This mainly applies to the identification of levels 3 and 4, or SE and element respectively, within a given text-structure.

#### 3.3.2.4 Level Four: Element (E).

Level 4 or element ( E elsewhere ) designate the lowest or innermost constituents of a text-structure.

Hatim (1987:105) defines an E as,

"... linguistic unit (e.g. clause or phrase) capable of fulfilling a ... function ..., thus pushing communication forward at the innermost level of ... structure."

As the lowest level of text-structure organization, an E can not be reduced to other small entities. And, at least one E is required to constitute an SE of the level immediately higher than that of an E.

Figure 3.6, below, represents the 4 levels of a text-structure organization assuming that at least one entity of a level is needed to constitute an entity of the immediately higher level of text-structure organization.



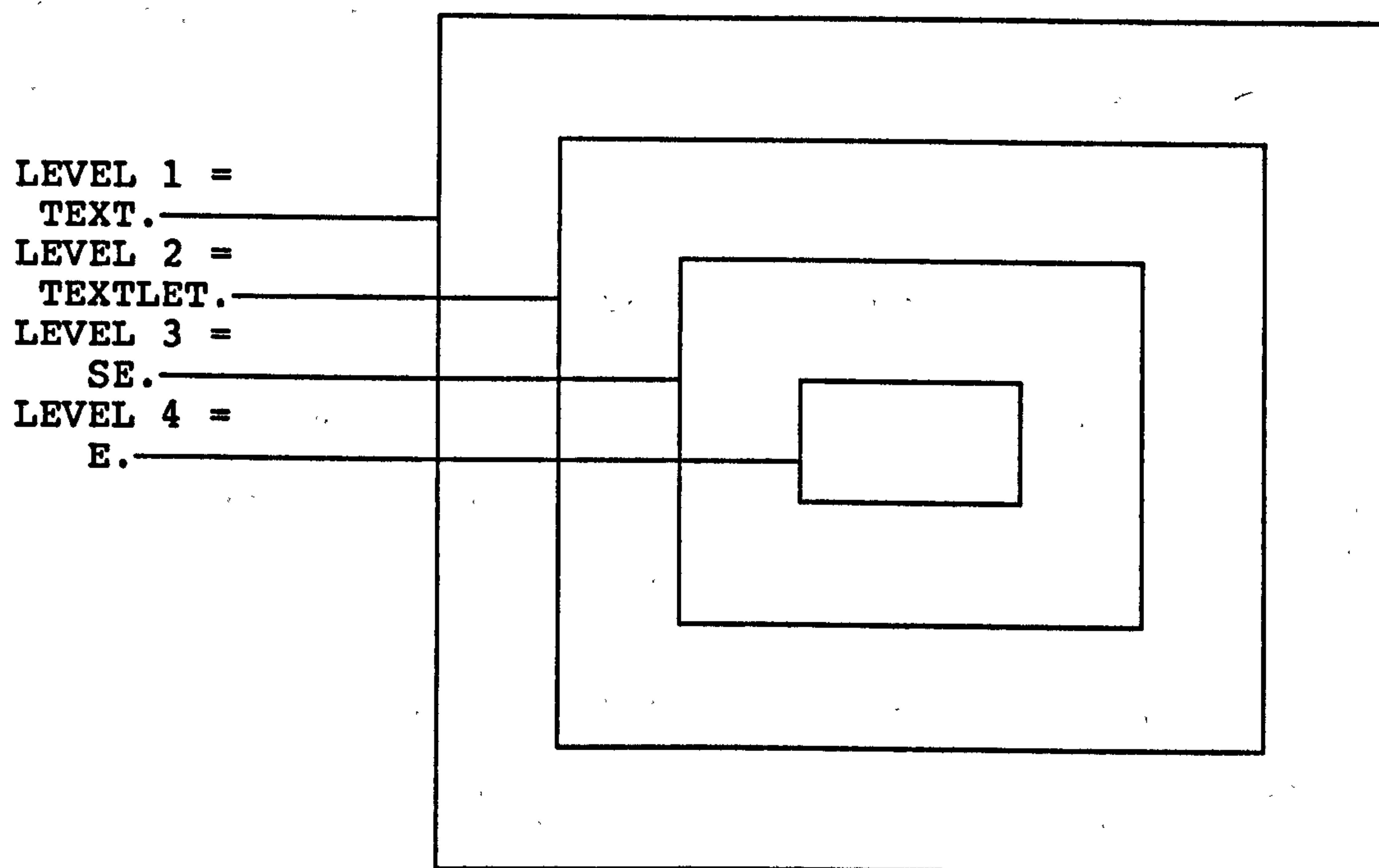


Fig. 3.6 The 4 levels of text-structure organization.

Key: SE = Suprasentential Entity.  
E = Element.

### 3.4 TEXT-STRUCTURE PROCESSING CONTROL CENTRES.

In order to identify the four levels of a given text-structure, two control centres are used within the model adopted here for the processing of text-structure.

The two control centres are Commitment vis-à-vis Response patterns ( C/R ) and Threshold of Termination ( TT ).

#### 3.4.1 Commitment / Response Patterns ( C/R ).

The commitment / response patterns ( C/R elsewhere ) as a text-structure processing control centre is defined by Hatim (1987:107) as the one which,

"... stipulates that at any level of discourse organisation a commitment C is made by a given realize to which a response R must be provided by a following realize on the same level of discourse organization."

This C/R control centre relates between the entities on any given level of text-structure organization by pointing to the mutual and complementary relationship between the entities.

A C or an R is deemed appropriate and active, within the structure, when a threshold of termination is reached.

### 3.4.2 Threshold of Termination ( TT ).

Beaugrande & Dressler (1981:34-35) define threshold of termination as follows,

"In principle, there is no cut-off point where production is definitively accomplished, but at most a THRESHOLD OF TERMINATION where the producer finds the outcome satisfactory for the intended purpose. ... There would be no absolute end to reception, but rather a threshold of termination where utilization appears satisfactory."

It should be noted here that the C/R control centre comes before the TT one. Accordingly, when an entity on any level stands out for a C then it can be said to have reached a TT. The process applies in the same way on all levels of text-structure organization.

The 2 processing control centres ( C/R and TT ) and the 4 levels of text-structure organization are exemplified in the descriptive analysis of 3 texts in the next chapter which also reports on the design of an experiment aimed at testing the pedagogical implications of the model adopted here.

The focus of the experiment is on the teaching of translation to Arab students at advanced university levels, i.e., postgraduate levels.

## **CHAPTER FOUR :**

### **TEXT DESCRIPTIVE ANALYSIS AND AN EXPERIMENT DESIGN.**



#### 4.1 INTRODUCTION.

Chapter 1 has set both the scene and the objectives of this study and chapters 2 and 3 have respectively reviewed the theoretical background of the model and laid out - in a concrete way - the constituent parts of the model adopted here for the processing of text-structure.

The present chapter, and by extension the remainder of this thesis, attempt to relate what has been theoretically discussed to practice. Such an attempt - in relating theory to practice - is organized in two (2) stages.

1- stage 1 deals with the descriptive analysis of 3 exemplary texts.

2- stage 2 deals with the testing of the pedagogical implications of the model in the form of an experiment.

##### 4.1.1 Stage 1 : Text Descriptive Analysis.

The aim of this stage 1 is to demonstrate the analytic / descriptive potential of the model adopted in this study for text-structure processing. (see chapter 3 for the model)

Accordingly, three ( 3 ) texts ( appendices A:1, A:2 and A:3) are analysed with a view to exemplifying the model and the typology as introduced in the previous chapter.

The immediate objective of this stage is to show how variation in text-structure organization - and in

language use - matches variation in contextual input, namely, the pragmatic intentions or expectations and the text-type in operation.

This stage of application also tries to show how the processing control centres ( commitment vis-à-vis response and threshold of termination ) assist in the identification of the various levels of a given text-structure.

Unlike in stage 2 where the experimental text was not chosen by myself, the 3 exemplary texts ( appendices A:1, A:2 and A:3 ) used in stage 1 were chosen by me to show how text-structure organization varies as its context varies.

It should be mentioned here that only English texts were used for stage 1 because the ultimate objective of this thesis is to see whether or not the model adopted here for text-structure processing can have pedagogical implications for the teaching of translation from Arabic into English at advanced university levels ( see chapter 1 ).

Such an objective stems from the fact that the model has so far been mostly restricted to text description and some text errors analysis ( cf. Hatim, 1984; 1987 and Hatim & Mason, 1990\* ).

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\* Hatim & Mason (1990) appeared when this thesis was being finalized and accordingly it was not possible to fully incorporate it in this thesis.  
Yet, and at the outset, there are no major changes in Hatim & Mason (1990) as far as the model adopted in this thesis is concerned.

The descriptive analysis of the 3 exemplary texts, therefore, tries to provide a qualitative alternative to methods of content analysis. Special attention is, accordingly, paid to the context of text-structure organization ( pragmatic and semiotic values of context ) and the identification of the 4 levels of structure organization namely, text, textlet, suprasentential entity and element ( see chapter 3 ).

#### 4.1.2 Stage 2 : An Experiment Design.

This stage 2 , which comes in the form of an experiment, is of particular importance as it attempts to test the pedagogical implications of the model adopted in this thesis for text-structure processing.

The experiment is designed in this chapter and its data are analysed and discussed in the next one.

The major objective of stage 2, or the experiment, is to see whether the incorporation of the model adopted in this thesis ( see chapter 3 ) in the teaching pedagogy, particularly that of translation, can enable advanced Arab students to produce more appropriately structured texts in English.



## 4.2 TEXT DESCRIPTIVE ANALYSIS.

### 4.2.1 TEXT 1.

Text 1 ( appendix A:1 ) was taken from an education specialized weekly paper: The Times Educational Supplement. From within the hierarchy of communication discussed in the previous chapter, the paper stands for the level of language. The sections within the paper stand for the level of discourses and each discourse is assumed to be managed by at least one text-type. A given text-type is in turn assumed to be realized by at least one text.

The text should reflect a structural organization which is compatible with the requirements of the type of which the text is an instance.

Our sample, text 1, goes under the discourse which generally deals with the educational matters most related to schools and higher educational institutions in Britain.

Such a discourse can be managed by one or more of the 3 text-types adopted in this thesis (for this see chapter 3). At this stage of the text reception process, pragmatic and semiotic input of text 1 context can not be formulated. An encounter with the text itself is, therefore, necessary for context hypotheses formation. The encounter with texts normally commences at the level of text title. ( cf. Harweg, 1980 and van Dijk, 1988)

This is because, without such encounter the reception process can not formulate the pragmatic intentions behind the production of the text being received and accordingly can not -at least tentatively- specify the way the text should be structurally organized.

Having said so, the title of text 1 can be processed in the following way:

Study ..... ( what )  
 shows ..... ( what )  
 immense value of ..... ( what )  
 reading method.

The use of ( what ) refers to the relationship between the elements of the title of text 1 in the form of commitment / response patterns ( C/R ).

So, « study » is a C and requires an R which is provided by « shows » which in turn stands for a C requiring more information to push communication forward. This is provided by the R « immense value of » which also stands for a C requiring an R. The R is provided by « reading method ».

Here, no C is established as the threshold of termination ( TT ) is attained and, thus, making the title of text 1 a complete one.

It follows, therefore, that the producer of text 1 intends to inform the receivers about a study which has shown immense value within the domain of teaching particularly reading.

Now, certain hypotheses about the context of text 1 can be



formulated as attempted below.

i ) Pragmatically, text 1 intends to inform about a study and its immense results with regards to the language skill of reading.

Such intention is expected to be primarily received by people involved in the educational enterprise. Hence, text 1 is assumed to be formal. It is also written and its subject matter is within the field of education and more concretely the area of reading.

ii ) Semiotically, in order for text 1 to meet the requirements of its pragmatic intentions, it should be an expository one. That is exposing information about the reading method and the results of implementing such a method.

Accordingly, text 1 as a an expository one with the value [ - evaluative ] is assumed to be structurally organized in the following way as shown by figure 4.1.

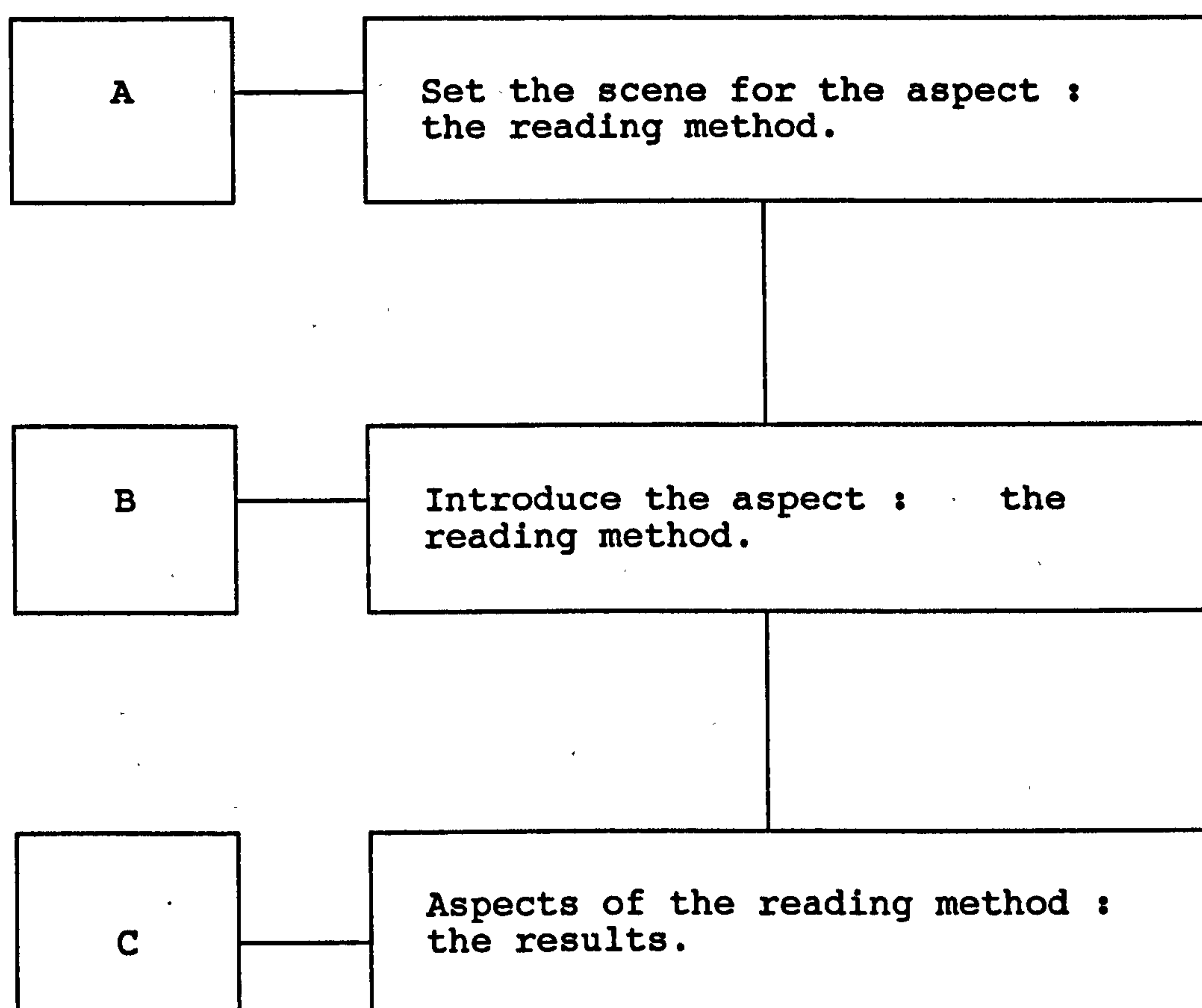


Fig. 4.1 Hypothetical structure organization  
of text 1.

Having prepared the ground for the actual unfolding of text 1, I now turn to the processing of the structure organization in terms of the four (4) levels and the processing control centres as discussed in the previous chapter of this thesis.

The representation of the structure processing of text 1 in figure 4.2 relies on the full text in appendix A. In figure 4.2, therefore, only the beginnings and the endings of the elements ( Es ) within the suprasentential entities ( SEs ) are shown.

The same applies to texts 2 and 3 which are discussed in sections 4.2.2 and 4.2.3 below.

C	Children's	.....	underan	E1	SE1	C	TEXTLET I C
R/C	organized	.....	involvement	E2			
R	according	.....	tomorrow	E3			
C	Results	.....	curriculum	E4	SE2	R	
R/C	show	.....	progress	E5			
R/C	The technique	..	in it	E6			
R/C	Significantly	...	results	E7			
R	and that	.....	even more	E8			
C	The study	.....	initially	E9	SE3	C	TEXTLET II R/C
R/C	children's	.....	age	E10			
R/C	Their	.....	age	E11			
R/C	More than	.....	progress and	E12			
R/C	reported	.....	understanding	E13			
R/C	Feedback	.....	and	E14			
R/C	92 per cent	.....	in the past	E15			
R/C	There is	.....	sustained	E16			
R/C	Up to	.....	9 weeks	E17			
R	children	.....	normal rates	E18			
C	Mr. K.Topping	...	week	E19	SE4	R	
R/C	It is	.....	to reading	E20			
R/C	Mr. Topping	.....	people	E21			
R/C	Since 1983	.....	children	E22			
R/C	a progress	.....	technique	E23			
R	Eighty	.....	to 1987	E24			

C	The technique ... initially	E25	SE5 C
R/C	Report ..... every week	E26	
R/C	Each ..... helper	E27	
R/C	If ..... criticize	E28	
R	If ..... signal	E29	
C	Children ..... while	E30	SE6 R
R/C	those ..... less	E31	
R/C	This ..... teachers	E32	
R/C	which ..... all areas	E33	
R/C	Boys ..... boys	E34	
R/C	Asians ..... accuracy	E35	
R/C	But ..... comprehension	E36	
R/C	Some ..... peer tutoring	E37	
R/C	whereby ..... others	E38	
R	They were ..... tutees	E39	

TEXTLET  
III  
R

**Fig. 4.2 Structure Processing of Text 1.**

#### 4.2.2 TEXT 2.

Text 2 - Appendix A:2 - was chosen in an attempt to exemplify text-type 2 of the argumentative type. (see Chapter 3).

Like text 1 (4.2.1 above) text 2 was taken from the education specialized weekly paper, the Times Educational Supplement.

Within the hierarchy of communication, as discussed in the previous chapter, the paper stands for the level of language which can be managed by at least one discourse. Within the paper the sections stand for the level of discourses which are assumed to be managed by at least one text-type. The text-type is in turn assumed to be realized by at least one text. And, a text should yield a structural organisation compatible with the requirements of its type.

Text 2, which can be an instance of any of the three text-types, as the constituents of the text typology assumed in this thesis, was taken from the section, i.e., discourse - "Personal Column."

As a general expectation in text reception, text 2 is supposed to deal with any of the issues related to education, particularly in the UK, such as the national curriculum and its implementation, government-aided schools for minorities, the decreasing numbers of school leavers, the shortage of teachers and lecturers, or any other issue.



Given the multiplicity of issues at stake, reliable formulation of the pragmatic intentions and the text-type of text 2 can not be adequately arrived at at this stage.

It follows, therefore, that a processing of the title of text 2 is necessary so as to form certain clues in terms of Widdowson's (1984) in order to guide the processing of the structural organization of the text.

The processing of the title of text 2 yields:

dismantling	( what)
disadvantage.	

Text 2, accordingly, is about advantage vis-à-vis disadvantage with the operational factor of dismantling disadvantage.

In other words, and relying on the world knowledge of education in general, text 2 intends to deal with equality vis-à-vis inequality and can, therefore, be expected to deliver a message such as the following:

"Certainly, in Britain, everyone is advantageous when it comes to education. However, disadvantage still exists."

It follow, therefore, that the context of text 2 can be formulated as follows:

Pragmatically, text 2 intends to deal with advantage and disadvantage in education but focussing on dismantling disadvantage. The subject matter is education, the mode is a written one and the tone is expected to be a formal one.

Semiotically, text 2 is expected to be an instance of the argumentative text-type. Moreover, and as the processing of its title has yielded, text 2 is expected to have as its distinctive features the values  $\left[ \begin{array}{l} + \text{ evaluative.} \\ + \text{ overt.} \end{array} \right]$  within the argumentative text-type.

Accordingly, text 2 is expected to be structurally organized in terms of four (4) textlets which stand for A, B, C and D as shown by figure 4.3 below.

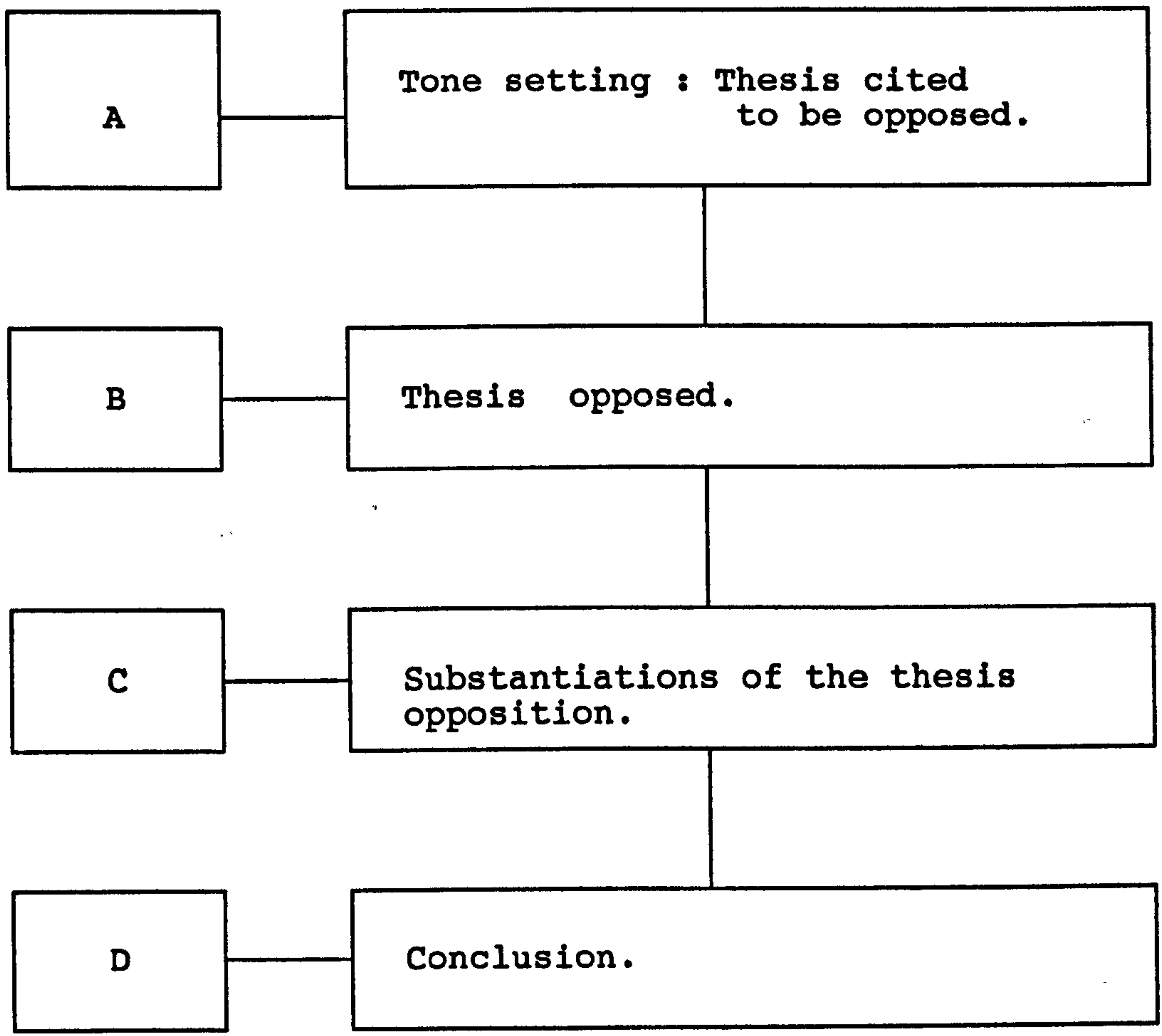


Fig. 4.3 Hypothetical Structure Organization of Text 2.

Having formulated the pragmatic and semiotic context of text 2, I now turn to the processing of the actual unfolding of the structure organization of text 2 in terms of the 4 levels namely, element (E), suprasentential entity (SE), textlet and text.

The identification of the 4 levels of text 2 structure organization is monitored by the two processing control centres: commitment vis-à-vis response ( C/R ) and threshold of termination ( TT ).

C	Perdita	.....	family	E1	SE1 C	TEXTLET I C	
R/C	The king's	.....	he says	E2			
R	Similarly	.....	parents	E3			
C	The idea	.....	today	E4	SE2 R		TEXTLET II R/C
R/C	we know	.....	nobility	E5			
R/C	for	.....	origins	E6			
R/C	That	.....	wrong	E7			
R/C	Gradually	.....	merit	E8			
R/C	The	.....	fairer	E9			
R/C	Everyone	.....	examination	E10			
R/C	Those	.....	examinations	E11			
R/C	We	.....	tests	E12			
R	I don't	.....	are	E13			
C	Yet	.....	Polytechnics	E14	SE3 C(R)	TEXTLET II R/C	
R	Black	.....	education	E15			

C	We	.....	because	E16	SE4 C	TEXTLET III R/C
R/C	although	.....	effective	E17		
R/C	children	.....	prevailer	E18		
R	we	.....	reasons	E19		
C	Similarly	.....	equally	E20	SE5 R/C	
R/C	The result	.....	inequality	E21		
R/C	Women	.....	losers	E22		
R/C	I	.....	anyone?	E23		
R/C	The	.....	practice	E24		
R/C	We	.....	action	E25		
R/C	Teachers	.....	even 11	E26		
R/C	They	.....	that age	E27		
R	Until	.....	means	E28		
C	Action	.....	action in	E29	SE6 R	
R/C	encouraging	.....	professions	E30		
R/C	There is	.....	work	E31		
R/C	Equally	.....	three reasons	E32		
R/C	because	.....	workforce	E33		
R/C	( I am	.....	combination )	E34		
R/C	The solution	.....	need it	E35		
R/C	Those	.....	gentility	E36		
R/C	Affirmative	.....	workforce	E37		
R	If	.....	the better	E38		
C	Charles	.....	sweeper	E39	SE7 C	
R/C	among	.....	about	E40		
R/C	and	.....	then	E41		
R/C	And	.....	mad	E42		
R	" None	.....	able 'em ."	E43		
C	Teachers	.....	that	E44	SE8 R	TEXTLET IV R
R/C	no one	.....	education	E45		
R/C	all	.....	the elect	E46		
R	That's	.....	yours?	E47		

Fig. 4.4 Structure Processing of Text 2.



The sequencing of the elements within suprasentential entities is guided by the control centre (C/R) and ( TT ) in terms of questions and answers.

In other words, elements are linked to each other by assuming that when an E stands for a "what", the following E comes to answer that «what». At the same time, the answer E itself forms a question of any other type, such as when, how, what, why or even needs more clarification. The following E comes to push the flow of information forwards.

This sequencing of Es reaches its TT when the outcome is judged satisfactory and can stand as an SE within a given textlet.

The sequencing of Es and the identification of SEs as well as the textlets within a given text-structure organisation are monitored by the pragmatic intentions and the requirements of the text-type in operation.

Within SE3, for example, E14 initiates the operation of the thesis by introducing aspect 1 of the opposition and E15 introduces the second one. That is, the two groups within the society who are disadvantaged in education, namely women and black people.

The aim here is to show how Es are mutually related. So, E15 comes to further explain what E14 initiated, i.e., thesis opposition. SE3 then realizes textlet II, which in



turn stands for the level B or the opposition of the cited thesis in A. (See figure 4.3 above)

There is one important point to note about text 2 here, which is the use of intertextuality. The producer of text 2 cites the thesis - which he intends to oppose - by intertextually referring to two great men of literature, namely Shakespeare and Dickens.

This intertextual reference to established texts show that advantaged people were always the nobility and the gentility.

But this situation has changed in modern times, and in a democratic society such as the British one, with particular reference to education for all.

This thesis - cited by textlet I - is opposed by textlet II.

The thesis opposition is realized by SE4, SE5 and SE6.

To conclude the

+ evaluative + overt
-------------------------

argumentative text 2, the producer again intertextually refers to two other works by Shakespeare and Dickens, as he does for the citing of the thesis in textlet I. But, the intertextual reference in the last textlet IV - which stands for the level D - attempts to show how enigmatic it is that in British society disadvantage still exists in the educational enterprise.

The structure organization of text 2 can be diagrammatically represented by figure 4.5 in terms of A, B, C and D which

respectively stand for textlets I, II, III and IV.

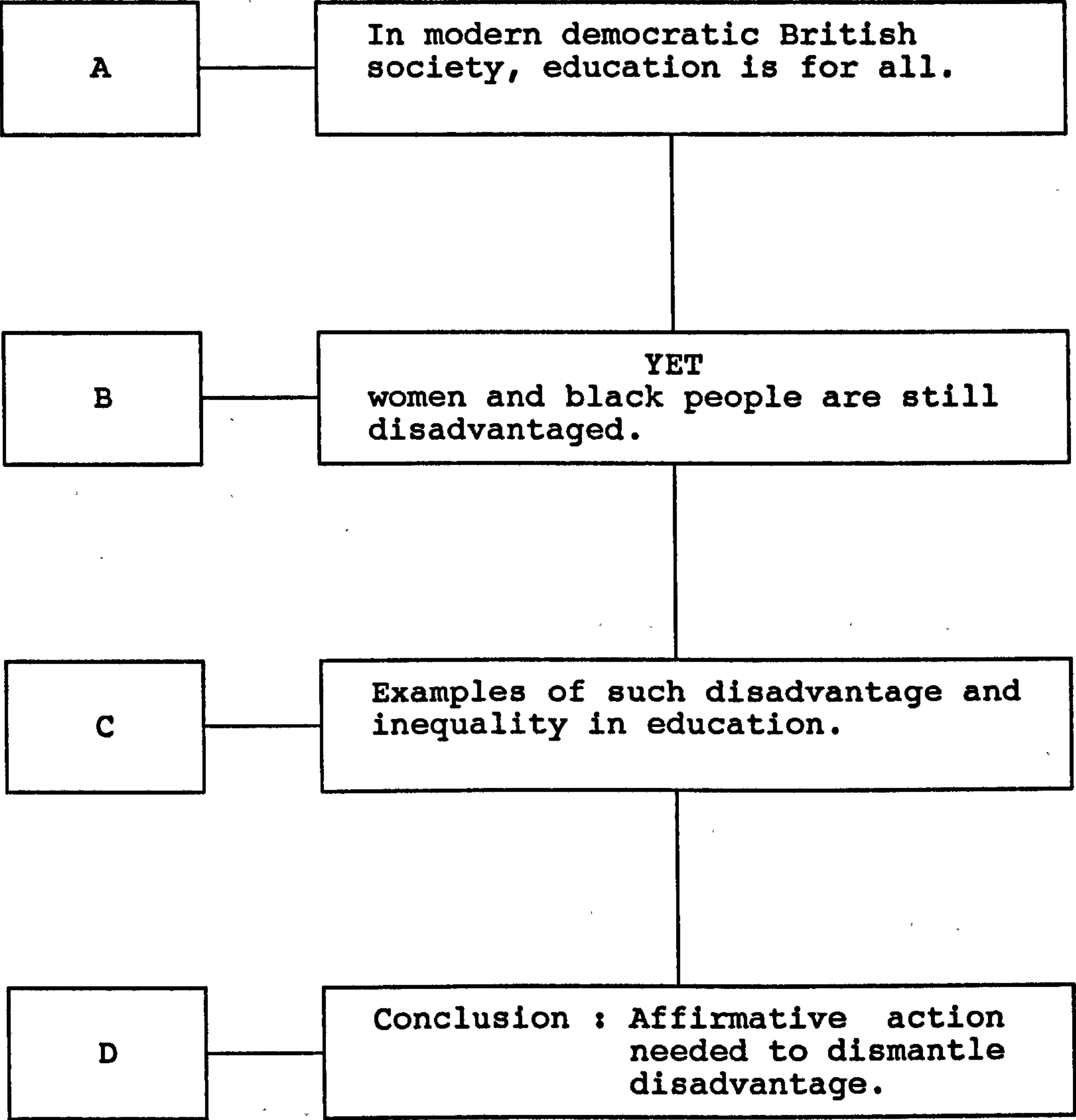


Fig. 4.5 Structure Organization of Text 2 in terms of Textlets.

### 4.2.3 TEXT 3.

Text 1 and text 2 ( 4.2.1 and 4.2.2 above ) were chosen to illustrate the expository and the argumentative text-types respectively. In the same line text 3 is chosen to illustrate the instructive text-type. ( see chapter 3 )

Texts within the instructive text-type are distinguished by the value [ ± option ]. [+ option] as in advertisements and [- option] as in treaties or legal texts in general.

The text chosen here is a formal legal one because such text instances of the instructive text-type fully represent the structural organization of the type.

But in order to form a concrete picture of the pragmatic input of text 3, a direct contact with the title of text 3 is the only plausible alternative. The processing of the title of text 3 can be done in the following way.

- |                                     |          |
|-------------------------------------|----------|
| 1) Optional Protocol to the         | ( what ) |
| 2) Vienna Convention on             | ( what ) |
| 3) Diplomatic Relations, concerning | ( what ) |
| 4) Acquisition of Nationality.      |          |

The item (what) indicates how the relationship between the four (4) elements of the title of text 3 is established in terms of the processing control centre commitment vis-à-vis response ( C/R ).

The threshold of termination ( TT ) is reached as the title of text 3 achieves its purpose of initiating the unfolding of the remainder of the text and the formulation of the

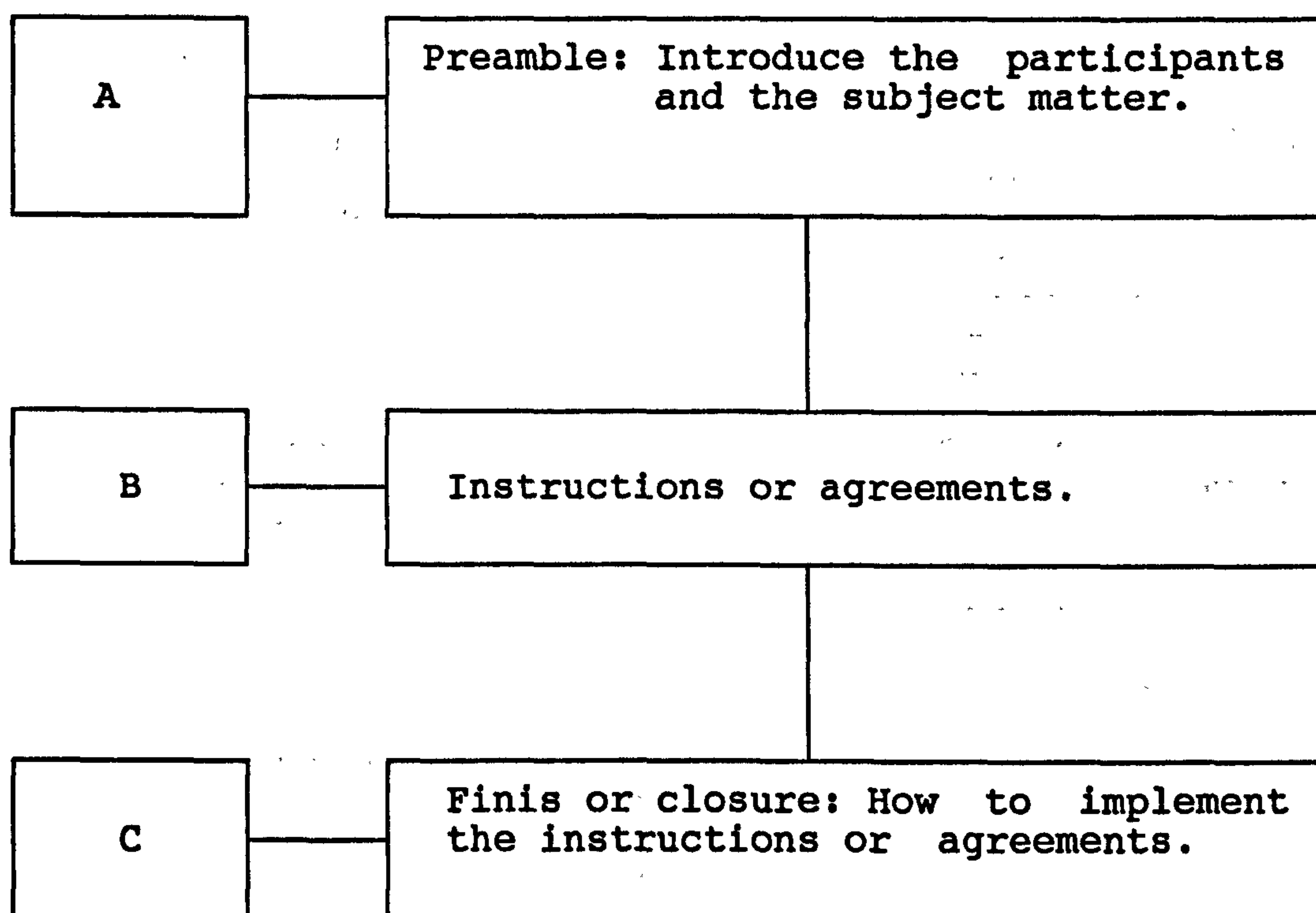
pragmatic intentions as well as the typological allocation of the text.

Pragmatically, text 3 intends to form future behaviour of receivers by informing them about an «optional protocol» to the «Vienna convention» about diplomatic relations which regulate the acquisition of nationality.

It follows, therefore, that the field of text 3 is diplomacy at the level of the united nations because of the use of «Vienna Convention». The mode is a written one as instructive texts with the value [- option] are normally kept and used for any future reference. The tone of text 3 is expected to be a formal one.

Semiotically - and given the pragmatic input - text 3, as an instance of the instructive text-type and with the value [- option], is expected to be structurally organized as shown by figure 4.6 below. The capital letters A, B and C refer to the three textlets which make up the structure of text 3 .





**Fig. 4.6 Hypothetical Structure Organization of Text 3.**

Given the pragmatic and semiotic input, figure 4.7 below represents the actual processing of text 3 structure in terms of the four levels of organization ( element ( E ), suprasentential entity ( SE ), textlet and text ) and using the two processing control centres, i.e., C/R and TT. ( see chapter 3 in this thesis )

C	The States .....	to as	E1			
R/C	"the Convention".	1961	E2			
R/C	Expressing .....	by the	E3	SE1		
R	members .....	members	E4	C		TEXTLET
C (R)	Have agreed as follows		E5	SE2		I
				R		C
C	For .....	namely	E6			
R/C	"the head .....	mission"	E7	SE3		
R/C	Members .....	shall not	E8	C		TEXTLET
R	solely .....	that state	E9	(R)		II
						R/C
C	The present ....	follows	E10			
R/C	until .....	New York	E11			
R/C	The present ....	ratification	E12			
R/C	The .....	Nations	E13			
R/C	The present ....	convention	E14			
R/C	The instruments	Nations	E15			
R/C	The present ....	later	E16	SE4		
R/C	For .....	Article	E17	C		
R/C	the protocol ...	accession	E18			TEXTLET
R/C	The secretary ..	of	E19			III
R/C	Signatures .....	and V; of	E20			R
R	the date .....	VI	E21			
C	The original ....	shall be	E22	SE5		
R	deposited .....	III	E23	R/C		
C	In witness .....	Protocol	E24	SE6		
R	Done .....	sixty-one	E25	R		

**Fig. 4.7 Structure Processing of Text 3.**

#### 4.2.4 DISCUSSION.

##### 4.2.4.1 Context of text-structure processing.

It has been argued throughout the pages of this thesis that communicative interaction strongly regulates variation in individual carriers and imposes considerable uniformity upon them.

The carriers - in this thesis - are the texts as plausible investigative and " teachable " units ( see chapter 6 for pedagogical implications ).

When a text is presented, receivers watch for certain indicators which, most of all, allow and facilitate predictions about the realization format or structural organization of the text being received.

The individual variation and uniformity of a text-structure organization are first negotiated at the level of context hypotheses formation ( for this see chapter 3 in this thesis ).

For the purposes of this thesis, context comes in 2 sets of hypotheses which complement each other: Pragmatic and semiotic sets of hypotheses.

The pragmatic set of hypotheses deals with the negotiation of intentions behind the production of a given text. These intentions are expected by the receivers to be materialized in a structure which represents the communicative flow profile, so to speak, of the text.

Given the pragmatic intentions, a typological allocation of the text follows in terms of the semiotic set of hypotheses. The typological allocation defines the global structure of the text within one of the three text-types. (see chapter 3). A mishandling of the processing of text-structure context can lead to communicative breakdowns (cf. Hatim 1987 and Hatim & Mason, 1990).

For text 1, for example, the main pragmatic intention is to expose information to the receivers. Such intention helps in identifying the text-type of text 1 as expository with the distinctive feature [-evaluative].

It follows, therefore, that when the unfolding of text 1 commences, the receivers expect a flow-profile of communication in terms of setting the scene, introducing the aspect or aspects about which information is being exposed, and substantiating the aspect or aspects. Subsequently, receivers do not expect text 1 to evaluate in an argumentative way the information exposed to them. Accordingly, text receivers generally try to anticipate the producer's activities in order to react rapidly and intelligently. (cf. Beaugrande & Dressler, 1981; & Ventola, 1987)

Text structure organization, therefore, is the interaction between the pragmatic and the semiotic input of the context in a synthetic way. But the processing of context hypotheses, as Sperber & Wilson (1986:115) argue, is a



negotiation activity whereby contextual implications can be verified and modified if the actual unfolding of the text requires it.

"Contextual effects are achieved only when, ..., the new assumption displaces an assumption already present in the context, with subsequent weakening or erasure of other contextual assumptions linked to it by relations of analytic or synthetic implications."

Accordingly, the processing of the text-structure context can best be viewed as a series of problem-solving. A problem is present when the probabilities of failure are higher than those of success, and processing in this way chiefly depends on techniques of searching for solid grounds to preserve the ongoingness of the processing activities in the form of,

"... a series of predicate calculus formulas."

(Grishman, 1986:141)

The prime objective of context processing, therefore, is to arrive at a plausible identification of the way a text should be structurally organized.

#### 4.2.4.2. Typological allocations of texts.

The immediate issue at stake here is how a given text is typologically allocated to one of the three types in terms of its structural organisation. (see chapter 3)

In other words, how a text-type and its text instances are singled out and made unique and what are the features or characteristics that hold typological classification of texts constant.

Within the perspective of this thesis, the following points are anticipated:

- a) A text-type bears a logical and dialectical relationship with its pragmatic and semiotic context.
- b) A text-type is known by the meaning associated with it. That is, expository, argumentative or instructive.
- c) A text-type should display structural organisation compatible with a) and b).

It should be mentioned here that fuzziness in textual occurrences exists, but within a text, typological allocation features should be made manifest. Put another way, a text, in order not to violate or damage its typological allocation, should display those text-type obligatory constituents in its structural organisation. (cf. Hatim 1987; Hatim & Mason 1990; Hasan 1985c; Meyer 1987 and Ventola, 1987).

The existence of the obligatory type constituents in a given text-structure signals the completion of the pragmatic intentions and the communicative purpose behind the production of the text.

Table 4.1 below sums up the analysis of the three example texts (see 4.2.1, 4.2.2 and 4.2.3 above) in terms of the SEs according to whether they are obligatory or otherwise.

SEs	TEXT 1	TEXT 2	TEXT 3
1	+	-	+
2	-	+	+
3	+	+	+
4	-	+	+
5	-	+	+
6	+	-	
7		-	
8		+	

Table 4.1   [± obligatory] SEs in the Structure  
Organizations of Texts 1, 2 and 3.

The obligatory or non-obligatory status of a given SE depends on its function within the structure organisation of the text. In other words, an SE is obligatory if it is

important for the structure as a scene-setter within an expository text, for example.

Table 4.1 shows that all SEs within text 3 structure organisation are [+ obligatory]. This is because instructive text-type tends to be of the frozen type, particularly texts with the feature [-option] as in treaties, such as our example text 3.



#### 4.2.4.3 Text-structure processing control centres.

The constituents of a text structure subsume different communicative roles according to the conditions of the pragmatic intentions and the typological requirements of the text.

The global sense of a text structure is the sum total of the various senses, so to speak, at the various levels that constitute the structure. (cf Meyer 1987).

In order to establish the sense continuity within a structure, two processing control centres are used within the model adopted in this thesis. (see chapter 3). The two control centres are commitment vis-à-vis response (C/R) and threshold of termination (TT). The C/R patterns regulate the succession of elements within an SE, the SEs within textlets and textlets within texts. A C/R pattern is deemed efficient and effective when a TT is reached.

The C/R and TT are guided by the pragmatic intentions and the typological allocation of the text being processed. The aim is to establish,

"... how expressions are assigned ... senses,  
and how senses are put together into larger  
configurations of a textual world."

(Beaugrande & Dressler, 1981:87)

The two processing control centres signal the points where connectivities between the levels of a text-structure can be established and the forwardness of the communicative flow is maintained (cf. Beaugrande 1980a and b )

### 4.3 THE EXPERIMENT : TESTING THE PEDAGOGICAL IMPLICATIONS OF THE MODEL.

The remainder of this chapter is concerned with the design of an experiment with a view to testing the pedagogical implications of the model adopted in this thesis for text-structure processing.

For the purposes of the experiment, and generally the thesis, translation from Arabic into English - as an applied linguistic activity - forms the core of the experiment. The choice of translation into English is not without reasons:

- 1- The teaching of translation is more and more seen as a teaching of strategies rather than a mere focus on the lexico-grammar of the target language ( cf. Thomas, 1989a ).
- 2- Translation is an appropriate means of testing the pedagogical implications of the model adopted in this thesis for the processing of text-structure. This is because translation provides the best way of testing the appropriate or inappropriate processing of the source text and the appropriate or inappropriate structuring of the target text.
- 3- Advanced Arab students have been reported to be "good" at the level of the formal aspects of the English language, i.e., sentence-syntax and formal semantics, but "poor" when it comes to structuring texts in English. ( cf. Dudley-Evans & Swales, 1980; Holes, 1984 and Williams, 1984)

It follows, therefore, to see if training advanced Arab students in less formal aspects of English such as, text-structure, type-token relationship and the importance of context in the structuring of texts, can help them in becoming "good" writers in English with particular reference to translation.

The training in such less formal aspects of English stems from the fact that translation should not be viewed as an automatic transfer of sentential or semantic properties of the source text into the target text. But rather as Thomas (1989b:75) puts it,

"... sorting out what is «meant» from what is «said» and redrafting what is meant into how this is said in another language.  
(my emphasis)

Thomas rightly argues that translation is not the transfer of word-for-word or sentence-for-sentence of the source text into the target text, but rather a redrafting of the source text into an appropriate target text.

This appropriate redrafting is conceived of here as an appropriate structure of the target text with relation to the pragmatic intentions and the text-type of the target text.

The conception of translation in this way is still, I believe, not fully incorporated in the pedagogy of teaching and learning in the Arab World and particularly Morocco, if non-existent at all.



As an example of such situation in the Arab World and specifically Morocco, my translation lecturer into English from Arabic - during my B.A. final year in English and Linguistics - could never justify the insistence on his "perfect" translations.

Later, I discovered that my lecturer's perfect translations were mostly mere re-typing of translations done by English native speakers - such as the English translation of Taib Saleh's The Season of Migration to the North.

Within the perspective of this thesis translation is seen as reception and production processing activities. The translator receives the source text first, then redrafts, i.e., produces, it in the form of the target text. This requires a great deal of processing in order to produce a target text which is appropriately structured with regards to the requirements of the target language and the target audience.

Figure 4.8 below attempts to capture the activities involved in a translation task as discussed above.



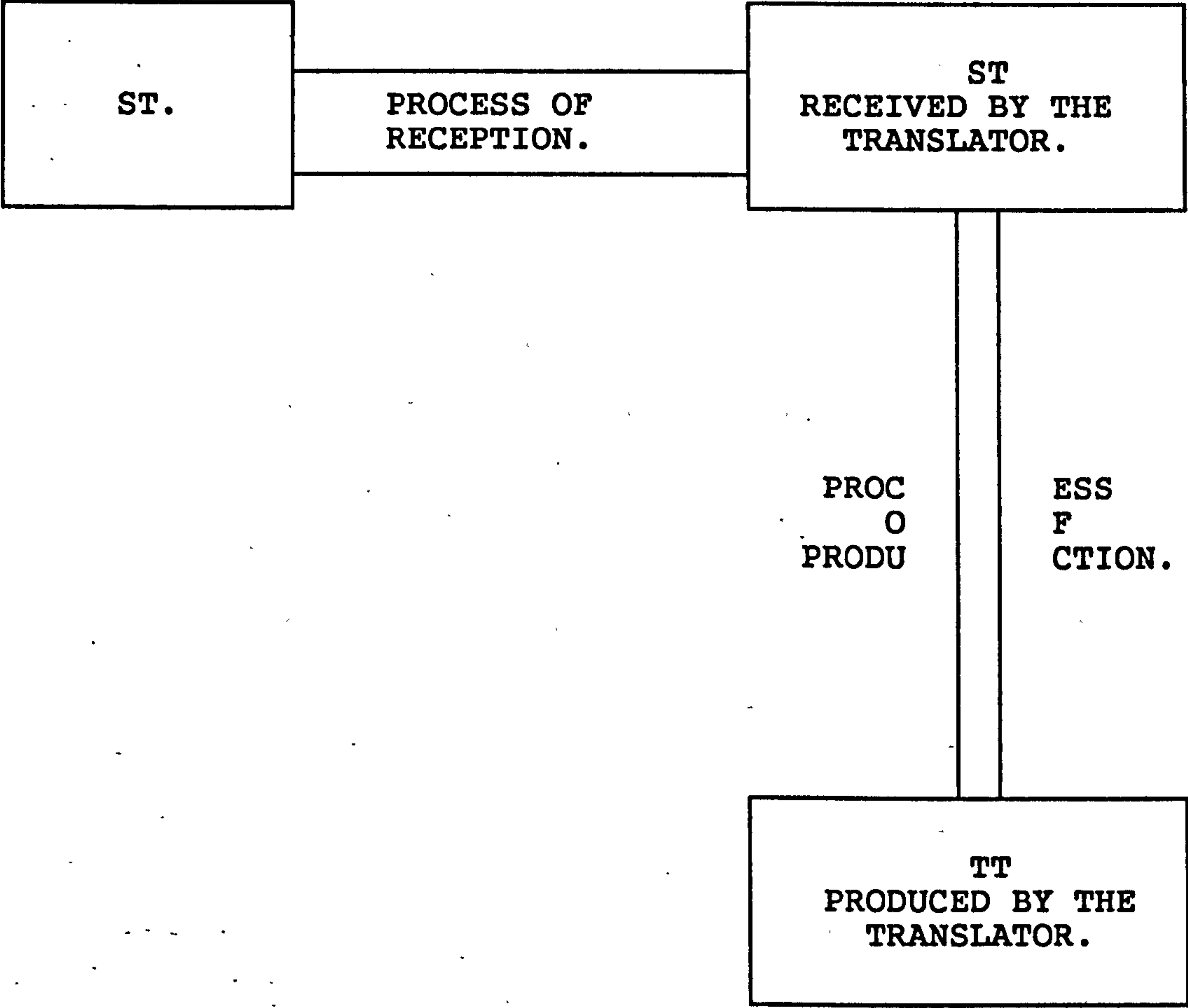


Fig. 4.8 Processes involved in a translation task.

key: ST = Source Text.  
TT = Target Text.

#### 4.3.1 Experimental Hypotheses.

Experiments are normally carried out for a number of purposes. Plutchik (1974) and Miller (1984) perceive four general reasons for carrying out experiments:

- 1- To determine the relations between two or more variables. In other words, to determine the conditions under which certain events occur given one or more variable(s).
- 2- To extend the study of a variable, i.e., to further explore the outcome of previous experiments.
- 3- To increase the reliability of reported findings. That is, replication of previous experiments to strengthen a given hypothesis or theory. And,
- 4- To test a theory, i.e., experiments are carried out to see if a given theory can solve either practical issues or merely verify the theory itself. And, if a theory is shown not to fit the experimental hypotheses, then it needs to be verified or revised but not altogether discarded.

The experiment reported in this thesis can be taken as an instance of reasons 1 and particularly 4 cited above. Yet, it should be mentioned here that, though the ambitions behind the experiment and the thesis are broad, the experiment is limited in scope. Accordingly, more groups of Arab students and, therefore, more data could not be incorporated.

As mentioned earlier in chapter 1 and 4.3 above, advanced

Arab students are assumed to be competent in what Faerch & Kasper (1984) call declarative knowledge which subsumes the rules of formal grammar and semantic properties.

It is also assumed here that since the Arab students have been reported to be "poor" at the level of structuring information when writing in English (cf. Dudley-Evans, 1980; Hatim, 1987; Holes, 1984 and Williams, 1984).

It follows, therefore, that the problem at stake here is to see whether or not a focus on what Faerch & Kasper (1984) call procedural knowledge in the pedagogy of teaching can help advanced Arab students produce structurally appropriate texts in English with particular reference to translation from Arabic.

This procedural knowledge is conceived of as a dynamic one which can result in students with capacities to monitor their declarative knowledge and more importantly to be able to,

- i) negotiate the pragmatic intentions of a given text.
- ii) recognize the text-type of that text; and,
- iii) produce an appropriately structured text with regards to (i) and (ii).

To put it more succinctly, the experiment carried out for the purposes of this thesis sets out to test the following two (2) hypotheses:

- 1- The incorporation of the model adopted in this thesis for the processing of text-structure in the pedagogy of teaching translation to advanced Arab students can enable them to produce more structurally appropriate texts in English.
- 2- The lack of such an input in the teaching pedagogy will result in advanced Arab students producing less appropriate or inappropriate text-structures in English.

In what follows the two groups who participated in the experiment and the design of the experiment are introduced. The analyses and the discussion of the experimental data are reported in the next chapter.



### 4.3.2 The Experimental Groups.

For the purposes of the experiment two (2) groups of advanced Arab students following their postgraduate studies in translation ( Arabic / English / Arabic ) in England were chosen.

#### 4.3.2.1 Group A of the Polytechnic of Central London.

The subjects in this group ( A ) were originally nine (9) in number, but three (3) were discarded because they were native speakers of English.

From a series of meetings with the person responsible for the teaching of translation from Arabic into English to group A at the Polytechnic of Central London ( PCL elsewhere ), I concluded:

1- The pedagogy of teaching did not include any of the criteria found in that adopted for group B (4.3.2.2 below).

2- The choice of texts for translation was guided by the idea of variation in topics, such as politics, women in the Arab World, economics, etc.

This choice, therefore, excludes the purposes behind treating such topics and only aimed at finding a taxonomy of lexical items which are common to each topic. How texts should be structured in order to serve the purposes of the topics, was not considered as an important issue and left to mere intuitions. And;

3- The focus, therefore, in the teaching pedagogy for group

A of the PCL was on the declarative rather than the procedural knowledge and falls more than less within the framework of register analysis as discussed in chapter 1 of this thesis.

It should be mentioned here that only four ( 4 ) subjects within group A of the PCL agreed to take part in the experiment.

#### 4.3.2.2 Group B of the University of Salford.

This group (B) of the University of SAlford ( US elsewhere ) constitutes the controlled group for the experiment. In other words, the subjects in this group ( B ) were trained in text-types, the importance of contexts of text occurrences and the need to appropriately structure texts as far as translation into English from Arabic is concerned.

It should be mentioned here that though I was not heavily involved with group B, the person responsible for training this group in the models and strategies of translation and also responsible for teaching them translation from Arabic into English is particularly knowledgeable in text-linguistics, the model adopted in this thesis and very much aware of the need to focus on procedural rather than declarative knowledge ( see chapter 1 in this thesis)

What is more is that the research interests of this person and also of the one responsible for teaching group B

translation from English into Arabic, generally lie within the same research interests reported in this thesis.

It should be mentioned here that group B originally consisted of seven (7) subjects, but only five (5) agreed to take part in the experiment. Yet, since only four (4) subjects of group A of the PCL took part in the experiment; one of the translations produced by the five (5) subjects of group B of US was not included so as to get a match between the two groups.

With reference to the two experimental groups ( A & B ), it should be mentioned here that it was not possible -for reasons beyond my capacity- to control effectively variables such as, age, sex, educational background, nationality and time spent in an English speaking country and the effects these variables might have had on the results of the experiments.

Yet, and generally speaking, in both groups (A & B), 25% of subjects were females and the experience in translation ranged between 0 and 25 years.



### 4.3.3 Experiment Design.

Due to conditions related to the PCL and the reluctance of the two groups ( A & B ), only one (1) text was used for the purposes of the experiment. ( appendix B )

The Arabic text - or source text ( ST elsewhere ) - was chosen by the person responsible for teaching translation from Arabic into English to group A of the PCL.

The ST was processed by myself in order to formulate certain predictions about the way it should be structurally « redrafted » into English. The processing was carried out in the light of the model adopted in this thesis for text-structure processing ( see chapter 3 ).

The translations into English of the ST - target texts ( TT elsewhere ) - produced by group A of the PCL were assessed according to two (2) appropriateness charts.

Appropriateness chart 1 attempts to capture the degrees of appropriateness the two groups ( A & B ) achieved in processing the pragmatic intentions and the text-type in redrafting the ST into the TT.

Appropriateness chart 1 is shown in table 4.2 below.



LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

TABLE 4.2. APPROPRIATENESS CHART 1 :  
OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

Complementing appropriateness chart 1, appropriateness chart 2 attempts to capture the degrees of appropriateness the two groups (A & B) achieved in structuring information from the ST into their English translations.

Appropriateness chart 2 is shown in table 4.3 below.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

TABLE 4.3. APPROPRIATENESS CHART 2 :  
TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

For statistical purposes, I was advised by Dr. Rose Baker - at the computer centre ( university of Salford ) and who worked with other linguists like, Leech - to use numbers in designating the four (4) levels of appropriateness in both charts 1 and 2. Accordingly, the levels for both charts are organized as follows :

1- Most appropriate = 20.

2- Appropriate = 15.

3- Less appropriate = 10.

4- Inappropriate = 05.

The translations produced by group A of the PCL were given to three (3) evaluators to assess according to appropriateness charts 1 and 2.

The 3 evaluators were all native speakers of English and they are referred to as evaluators 1, 2 and 3. The 3 evaluators know, with varying degrees of competence, the Arabic language and each of them is involved in an area within applied linguistics.

Evaluators 2 and 3 have substantial experience in teaching English to advanced Arab students at university post-graduate levels.

The translations of the ST as produced by group A of the PCL were assessed by the 3 evaluators according to appropriateness charts 1 and 2 and the outcome is analysed in the next chapter.



The same ST was given to group B of the US and their translations were likewise assessed by the same 3 evaluators according to appropriateness charts 1 and 2. The outcome is also analysed in the next chapter.

The outcome of the assessment by the three evaluators of the translations produced by both groups A and B were also analysed using the MINITAB computer programme and the results are discussed in the next chapter.

## **CHAPTER FIVE**

### **EXPERIMENTAL DATA ANALYSIS.**

## 5.1 INTRODUCTION.

As mentioned in the experiment design - see the previous chapter -, any translation task goes through two major phases namely, reception and production. In other words, the translator receives the source text and processes it with a view to finding the appropriate way of redrafting it as the target text for a target audience. ( cf. Thomas, 1989b ).

In the same line of argument, Nida & Taber (1969) argued that the translation process goes through 3 stages: In stage 1, the source text is analysed, a transfer process takes place and in stage 3 the source text is restructured in the form of the target text.

Within the perspective of this thesis, and with reference to translating process, the transfer activity primarily involves the pragmatic intentions and the typological allocation of the source text. But not necessarily the actual structure organization as it may not be compatible with the requirements of the equivalent text-type in the target language. ( for such case see 5.2 and 5.3 below for an account of the experimental text ( Appendix B ) ).

The reception phase should result in the formulation of hypotheses about the ways the target text should be produced particularly at the level of the structuring of information.

The reception phase is taken to mean the reversed order of

the production phase. So, while in text production, the producer has clear contextual and typological input which monitors text-structure production; the receiver has nothing but the text itself.

Normally, text-title can initiate the formulation of certain hypotheses about the text being received (1). But, this is not always the case (2).

As far as our source text - the one used for the sake of the experiment - is concerned, hypotheses formation about its type and consequently its structure organization can not get under way unless the text, itself, commences to unfold.

It follows that the two groups - who participated in the experiment - are assumed to process the source text, formulate appropriate pragmatic and typological input behind its production; and, then, reformulate that input with regards to the target audience, target language requirements and how the target text should be structured in order to be compatible with such requirements. Only at this stage, the translator can assume the role of the producer of the source text but in the form of the target text.

Sections 5.2 and 5.3 below respectively report on the the processing of the Arabic source text and the requirements which the target text should meet in order to be taken as an appropriately structured English text.

---

(1) As in the case of the three texts described in the previous chapter. ( Appendix A )

(2) As in the case of the experimental text.( Appendix B )



## 5.2 SOURCE TEXT PROCESSING.

The processing of the Arabic source text ( ST hence-forth ) structure organization follows the 4 levels of text-structure as introduced in chapter 3 .

The 4 levels are,

1- Text.

2- Textlet.

3- Suprasentential Entity ( SE ), and

4- Element ( E ).

The processing also makes use of the control centres - commitment / response ( C/R ) and threshold of termination ( TT ) as explained in chapter 3 and applied in the descriptive analysis of the 3 exemplary texts in the previous chapter.

TEXTLET I C	SE1 C	E1	الوكالة ..... الافريقية	C
		E2	للاغاثة	R/C
		E3	حكومية	R/C
		E4	امناء	R/C
		E5	واوروبا	R/C
		E6	الاسلامية	R
	SE2 R	E7	المنظمة	C
		E8	ولوائجها	R/C
		E9	(١٩٨٨ م)	R/C
		E10	تقريباً	R/C
		E11	الاهداف	R/C
		E12	للكالة	R/C
		E13	الافعال	R/C
		E14	الافعال	R
TEXTLET II R/C	SE3 C/(R)	E15	تقوم على	C
		E16	الذي	R/C
		E17	المقهورين	R/C
		E18	فحسب	R/C
		E19	الاجتماعية	R/C
		E20	الاحسان	R/C
		E21	البعيش	R/C
		E22	وغيرهم	R/C
		E23	لعياله	R
			في خيار يفرض قالاسلام بل وللإسلام ومنها ولقد ولقد	
TEXTLET III R	SE4 C	E24	الخالد	C
		E25	لداعي	R/C
		E26	والارتقاء به	R
	SE5 R	E27	افضل	C
		E28	الاسلام	R/C
		E29	الحميدة	R/C
		E30	كثيرة	R/C
		E31	عملها	R
			ان نحدة اعمال كما فالوكالة تتباين	

**Fig. 5.1 ST Structure processing.**

With reference to the above processing of the ST structure organization in terms of the 4 levels, the following comments are in order.

- 1- SE1 and SE2 collectively introduce and substantiate the aspect, i.e., the Islamic African Relief Agency. The two SEs collaborate to constitute Textlet I as a complete entity with its own threshold of termination (TT).
- 2- SE3 introduces and elaborates the intellectual background of the agency from the point of view of Islam. Because of its completeness in introducing and dealing with this aspect, SE3 makes up Textlet II of the source text which comes as a response (R) to textlet I which serves as a commitment (C). At the same time textlet II forms a C to which a R is needed in the form of the next textlet.
- 3- SE4 and SE5 relate the agency to its intellectual background and further emphasize on the good aspects of charitable work in Islam. Accordingly, the two SEs constitute Textlet III which acts as an R to textlet II.
- 4- The 3 textlets collaborate to constitute the text as a complete entity of the structure intended to serve a purpose, namely to expose information about the agency and the framework within which it operates.

Having established such structural connections between the various levels of the source text constituents, the hypotheses behind its production can be formulated in the following way.

- 1- Pragmatically, the ST is intended to expose information about the Islamic Relief Agency and about the perspective or intellectual framework within which the agency operates. And since the ST was taken from a newspaper it is intended to be written, formal and about charity in Islam.
- 2- Semiotically, the ST is an instance of our expository type with the distinctive value [ - evaluative ] and conceptual.

Given such contextual input, the ST should yield a structure that is compatible with 1 and 2 above. Such a structure can be represented as follows and is inspired by the model adopted in this thesis for the processing of text-structure ( see chapter 3 ).



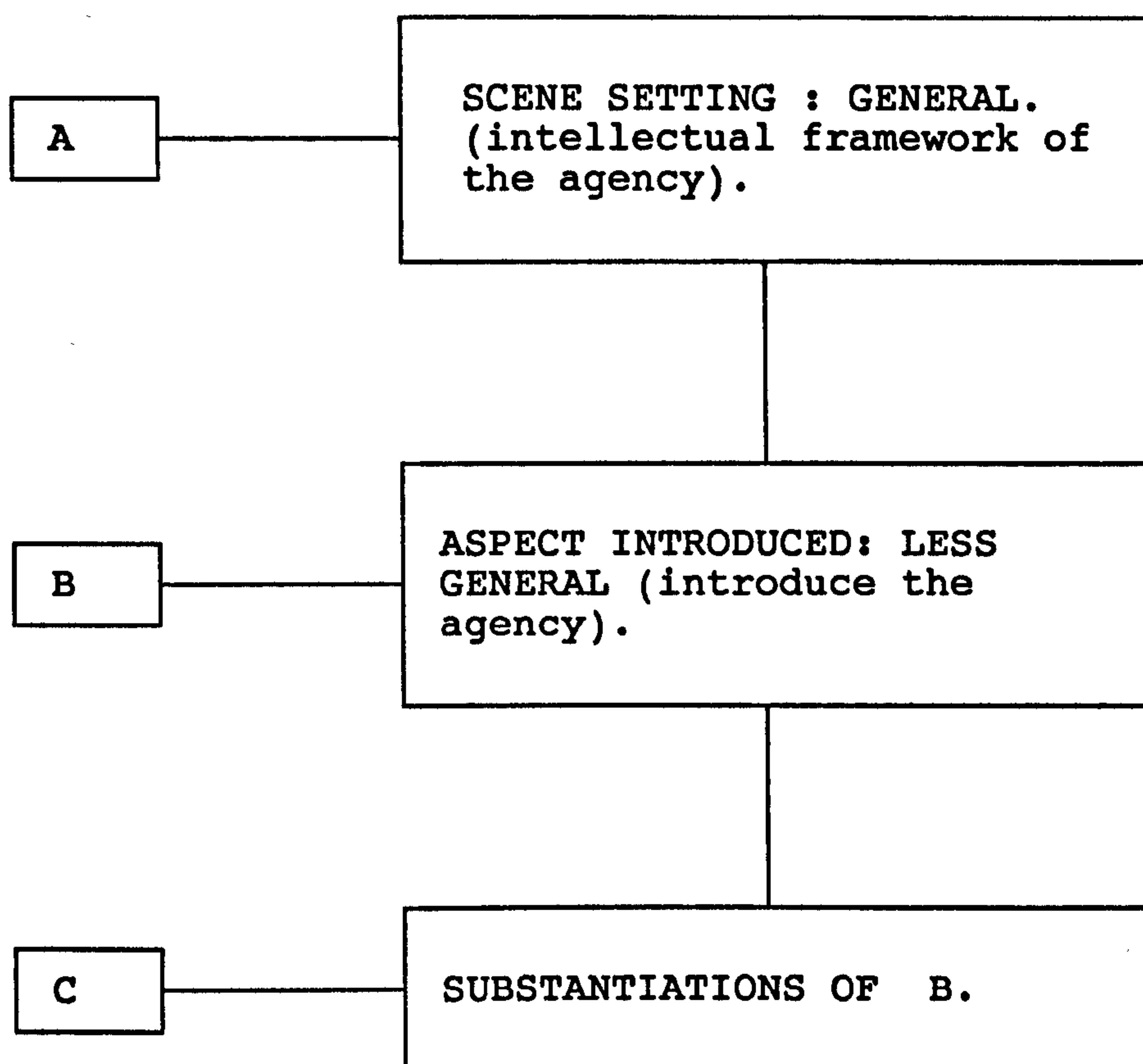


Fig. 5.2 Hypothetical structure of ST.

From the vantage point of an analyst and in the light of the model adopted in this thesis for the processing of text-structure, the Arabic ST does neither comply with the requirements of the pragmatic intentions nor the type of which it is assumed to be an instance.

The actual structure of the ST can be represented as shown in figure 5.3 below.

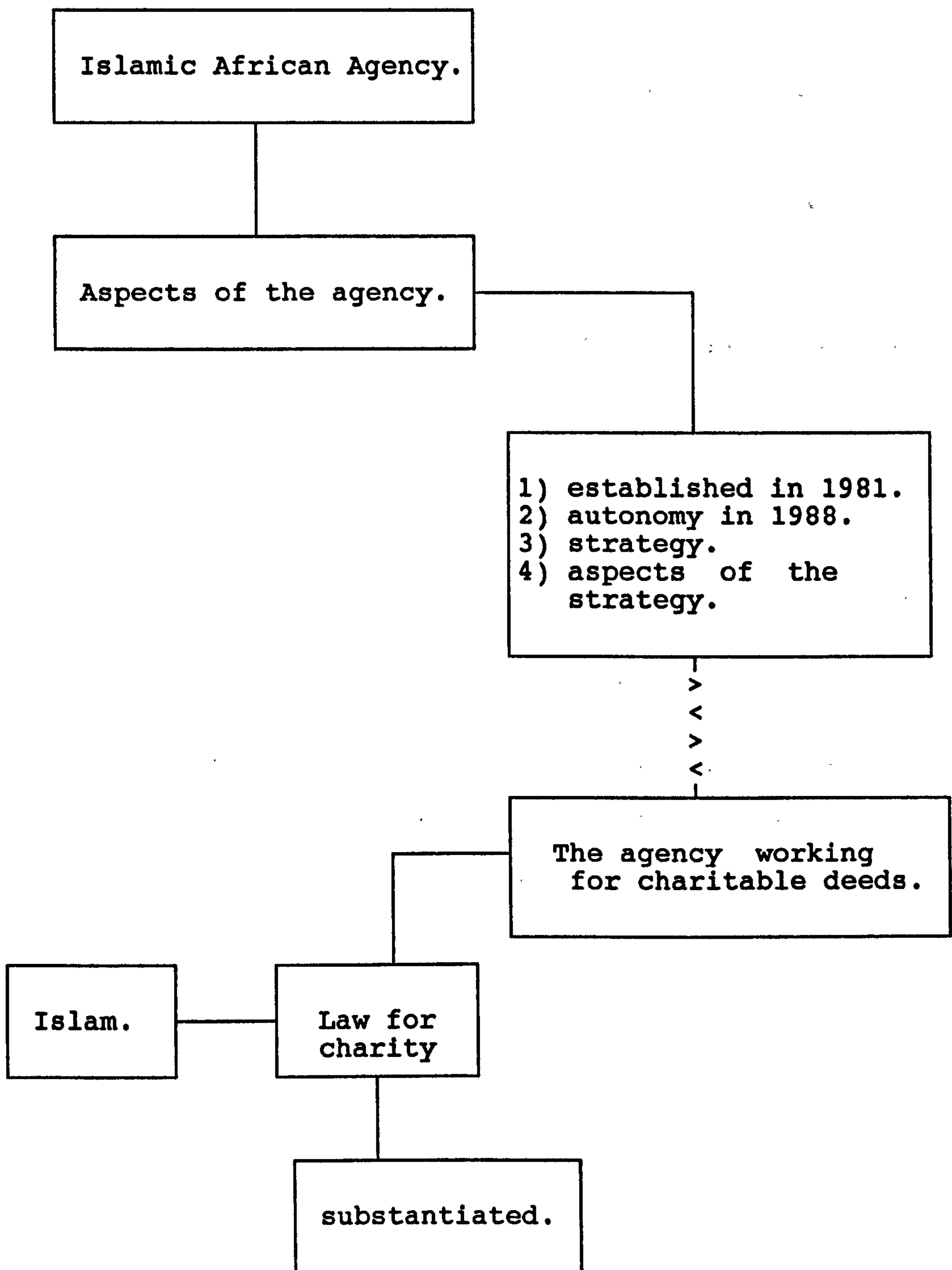


Fig. 5.3 Actual structure of the ST.

The actual structure of the ST, as shown by figure 5.3 above, is loose. The flow of information is not maintained. Only towards the end of the structure; as shown by the vertical «zigzagged» arrow > that a connection between the  
 <  
 <

agency and its intellectual general framework is established.

Tadros (1984) - referring to Johns (1980) - observes that,

"Some texts are difficult to read not because of subject matter, but because they are badly written.'

And by «badly written» is meant,

"The writer fails without apparent reason to fulfil the predictions he appears to set up."

(Tadros, 1984:53)

It follows, therefore, that an appropriate rendering or «redrafting» - in terms of Thomas (1989b) - into English should re-structure the ST. Such appropriate re-structuring is explicated in 5.3 below.

### 5.3 Implications for structuring ST into English.

From within the model adopted in this thesis for the processing of text-structure, the English translation - target text ( TT elsewhere ) -, of the Arabic ST should be approximately structured in the following way.

- 1- The scene setting of the TT . This means introducing the general framework within which the Islamic agency -as the aspect - is established and operates.
- 2- The introduction of the aspect. That is, bringing into the TT the agency because it is the major aspect of the information to be conveyed via an appropriate structure.
- 3- The substantiations of the aspect introduced in 2. That is exposing all relevant information about the agency.

Generally speaking, the structure of the TT can be represented as follows.



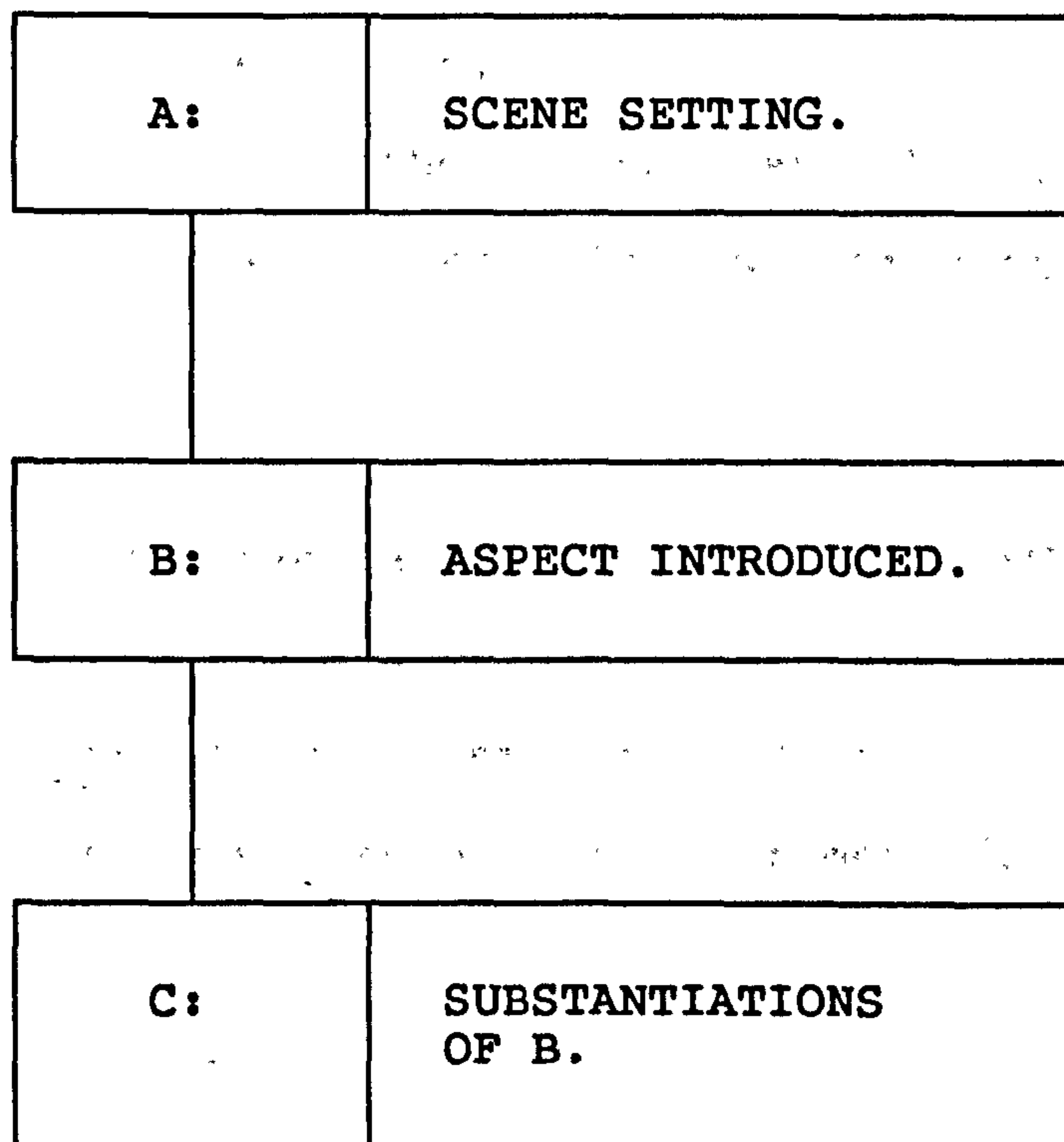


Fig. 5.4 Hypothetical structure of TT.

The structure shown in figure 5.4 is compatible with the requirements of the model adopted in this thesis for the processing of text-structure.

It should be noted here that such structure of TT is also compatible with the requirements of the target language, i.e., English as was confirmed to me by some EFL and ESP lecturers and some other lecturers who are involved with various linguistic areas.

The EFL and ESP lecturers also told me about the problems advanced Arab students face with regards to what Holes

(1984) calls the «un-English» nature in text-structures produced by Arab students.

Such confirmations further consolidate the hypotheses behind the present thesis as stated in its introduction.

Having set the grounds for the appropriate way of structuring the translation of the Arabic ST into English; I turn, now, to the analysis of the translations produced by the two groups who participated in the experiment. ( see the previous chapter for experiment design ).

#### 5.4 EXPERIMENTAL DATA ANALYSIS.

The analysis of the experimental data is of three ( 3 ) phases.

1- Phase 1 of the analysis is devoted to translations produced by group A of the Polytechnic of Central London ( PCL elsewhere ).

Phase 1, itself, is organized into 3 parts:

- i) In part 1 each translation is individually accounted for on the basis of the outcome of the assessment which was carried out by the 3 evaluators and according to appropriateness chart 1. ( see the previous chapter for the experiment design ).
- ii) In part 2 the same translations are accounted for according to appropriateness chart 2. Again, this is carried out on the basis of the assessment by the 3 evaluators.
- iii) In part 3 the outcome of parts 1 & 2 is considered to find out the general scores of group A of the PCL.

2- Phase 2 of the analysis is devoted to group B of the University of Salford ( US elsewhere ).

This phase follows the same procedures or parts as in phase 1.

3- Phase 3 : Here, the scores of both groups were arranged in accordance with the requirements of the computer programme MINITAB - release 7.1 - for statistical analysis purposes.

Accordingly, 144 rows of 5 columns each were fed into the computer and the results are discussed in section 5.5 below.



#### 5.4.1 GROUP A OF THE PCL.

The four (4) translations of the Arabic ST produced by group A of the PCL were given to three (3) evaluators to assess according to appropriateness charts 1 and 2.

The outcome of the assessment is listed under appendices E.1, F.1 and G.1.

##### 5.4.1.1 Appropriateness Chart 1.

Each of the 4 translations produced by group A was individually accounted for according to appropriateness chart 1 on the basis of the outcome of the assessment by the 3 evaluators.

The notation A:1, for example, means group A subject 1 and so on for all the 4 translations.

##### 5.4.1.1.1 A:1.

Table 5.1 sums up the scores of the translation produced by A:1. The 3 evaluators agreed that this translation is 66.67% inappropriate with regards to its overall structure in its relation to the pragmatic context and the text-type.

##### 5.4.1.1.2 A:2.

Table 5.2 shows the scores of the translation produced by A:2. The scores indicate that the translation of A:2 is 88.89% inappropriate with relation to the overall structure and with respect to its pragmatic intentions and its text-type.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	1	2		3	33.33
05	2	1	3	6	66.67

TABLE 5.1 SCORES OF A:1 ACCORDING TO CHART 1.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	1			1	11.11
05	2	3	3	8	88.89

TABLE 5.2 SCORES OF A:2 ACCORDING TO CHART 1.

#### 5.4.1.1.3 A:3.

According to table 5.3 the translation produced by A:3 scored 66.67% of the inappropriate level.

#### 5.4.1.1.4 A:4.

Differing from A:1, A:2 and A:3, the translation produced by A:4 scored 55.56% of the less-appropriate level and only 44.44% of the inappropriate level according to appropriateness chart 1 and as shown in table 5.4.

#### 5.4.1.1.5 Conclusion.

The outcome of the assessment by the 3 evaluators of the translations produced by group A of the PCL according to appropriateness chart 1 is summed up in table 5.5 and represented by figure 5.5. All in all, group A scored:

33.33% of less-appropriate, and

66.67% of inappropriate

levels as far as the overall structure of their translations - with respect to the pragmatic intentions and the text-type in operation - is concerned.

It follows that the score of 66.67% of inappropriateness indicates that group A failed to observe the importance of the pragmatic intentions and the text-type -of which their translations are supposed to be instances - .



LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	2	1		3	33.33
05	1	2	3	6	66.67

TABLE 5.3 SCORES OF A:3 ACCORDING TO CHART 1.

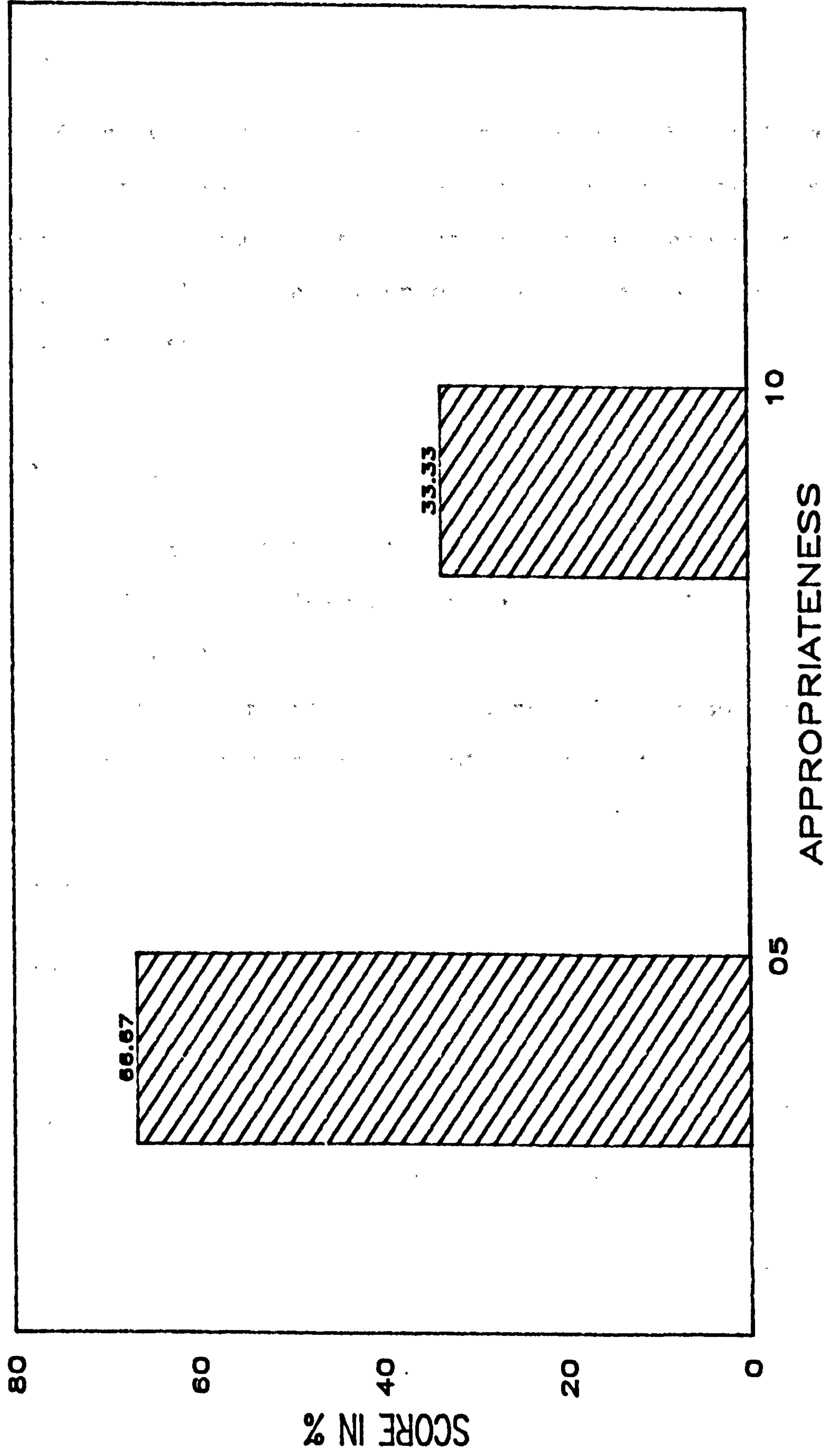
LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	2	2	1	5	55.56
05	1	1	2	4	44.44

TABLE 5.4 SCORES OF A:4 ACCORDING TO CHART 1.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	6	5	1	12	33.33
05	6	7	11	24	66.67

TABLE 5.5 OVERALL SCORES OF GROUP A ACCORDING TO CHART 1.

FIG. 5.5 SCORES OF GROUP A ACCORDING  
TO CHART 1.





### 5.4.1.2 Appropriateness Chart 2.

#### 5.4.1.2.1 A:1.

Table 5.6 shows that the translation produced by A:1 got 55.56% of the inappropriate level as its major score and, therefore, was judged by the 3 evaluators as inappropriate with respect to the organization of its structure according to appropriateness chart 2.

#### 5.4.1.2.2 A:2.

According to table 5.7 the translation produced by A:2 scored 22.22% of less-appropriate and 77.78% of inappropriate levels.

This means that this translation is generally inappropriate with relation to the organization of its structure.

#### 5.4.1.2.3 A:3.

From table 5.8, the translation produced by A:3 scored 66.67% of the inappropriate level according to appropriateness chart 2.

This means that it was judged by the 3 evaluators as an inappropriately structured translation into English.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15		1		1	11.11
10	1		2	3	33.33
05	2	2	1	5	55.56

TABLE 5.6 SCORES OF A:1 ACCORDING TO CHART 2.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	1		1	2	22.22
05	2	3	2	7	77.78

TABLE 5.7 SCORES OF A:2 ACCORDING TO CHART 2.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	1	1	1	3	33.33
05	2	2	2	6	66.67

TABLE 5.8 SCORES OF A:3 ACCORDING TO CHART 2.



#### 5.4.1.2.4 A:4.

Table 5.9 shows that the translation produced by A:4 got the same scores as that of A:3.

That is, 66.67% of inappropriate level as far as the structure organization of the translation is concerned.

#### 5.4.1.2.5 Conclusion.

The results shown by tables 5.6, 5.7, 5.8 and 5.9 are captured by table 5.10 and represented by figure 5.6.

Both table 5.10 and figure 5.6 show that group A and according to appropriateness chart 2 scored:

2.78% of appropriate.

30.55% of less-appropriate. And,

66.67% of inappropriate

levels.

It follows, therefore, that the 3 evaluators agreed that the translations produced by group A of the PCL do not indicate appropriateness in the organization of their structures.

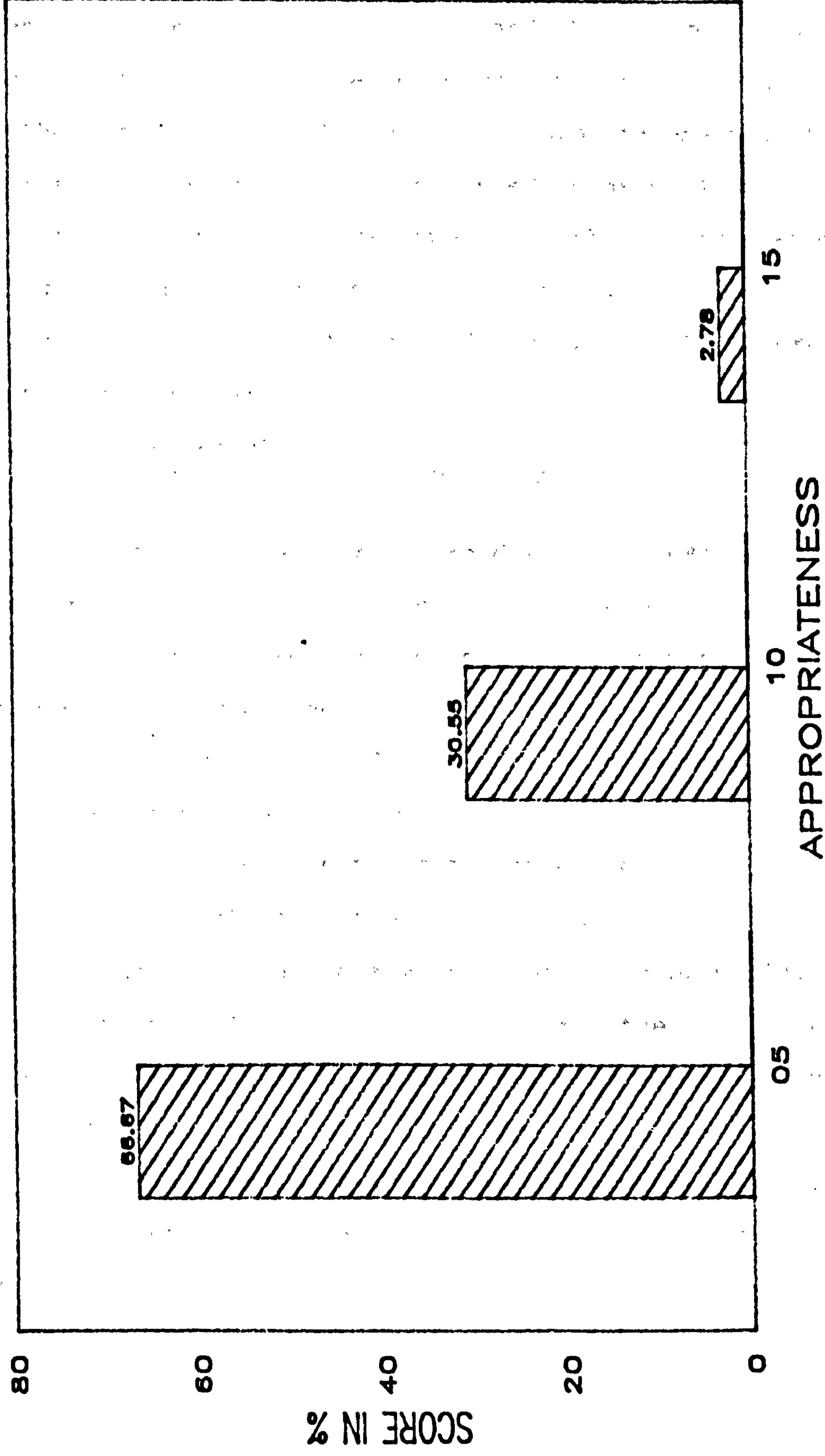
LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15					
10	1	1	1	3	33.33
05	2	2	2	6	66.67

TABLE 5.9 SCORES OF A:4 ACCORDING TO CHART 2.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20					
15	1			1	02.78
10	4	2	5	11	30.55
05	8	9	7	24	66.67

TABLE 5.10 OVERALL SCORES OF GROUP A ACCORDING TO CHART 2.

FIG. 5.6 SCORES OF GROUP A ACCORDING  
TO CHART 2.





#### 5.4.1.3 Discussion.

The results shown in tables 5.5 and 5.10 are brought together in table 5.11 and also represented by figure 5.7 below. The aim is to find the general appropriateness of the structures of the translations produced by group A of the PCL in the light of the assessment by the 3 evaluators according to appropriateness charts 1 and 2.

Accordingly, table 5.11 and figure 5.7 show that the overall scores of group A are:

1.38% of appropriate level.  
31.94% of less-appropriate level. And,  
66.68% of inappropriate level.

The 3 evaluators, therefore, agreed that 66.68% of the translations produced by group A were inappropriate as far as the structure organization of the information from the source text is concerned.

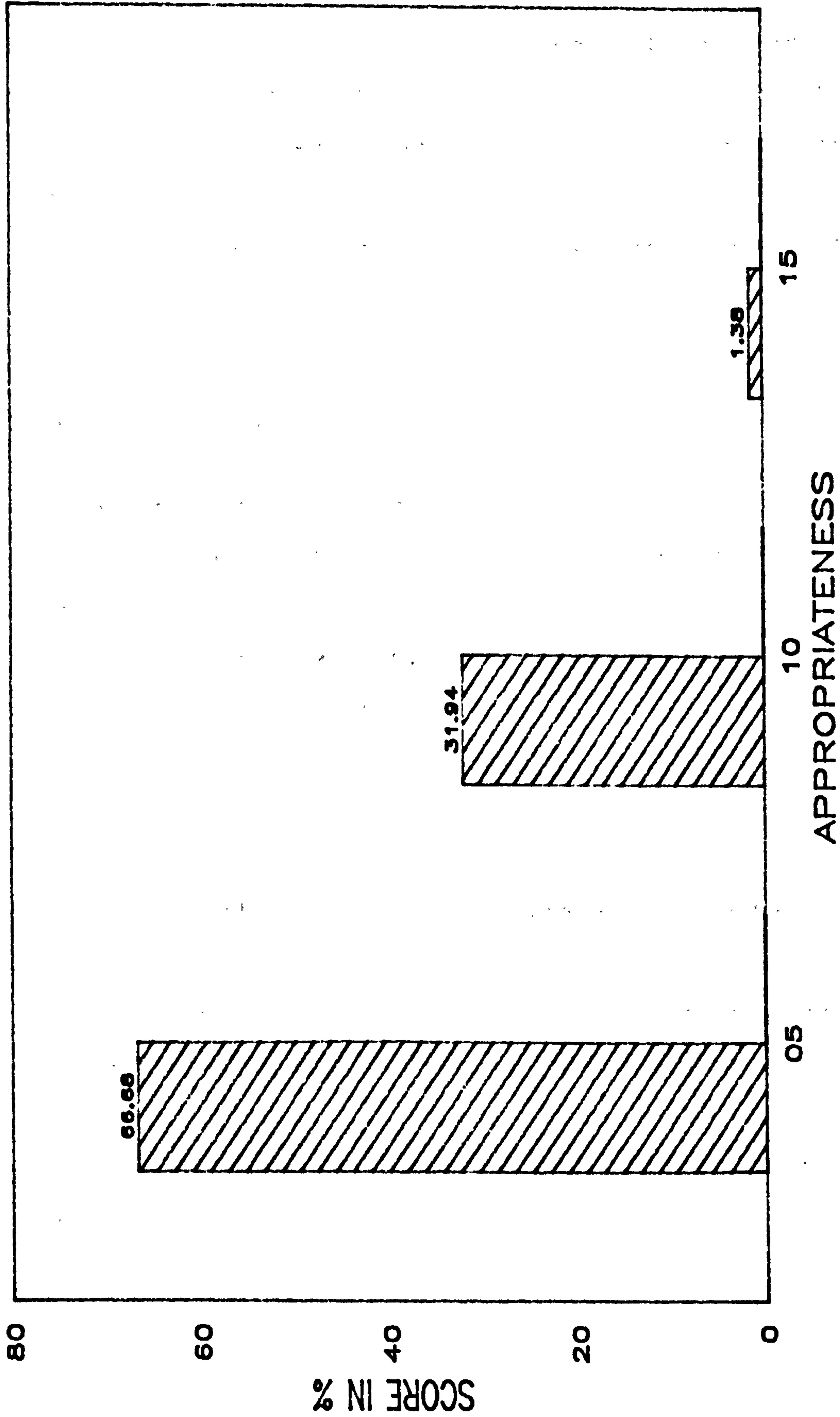
In conclusion, it can only deduced from the scores of group A that a word-for-word and a sentence-for-sentence strategy was followed in the translation of the Arabic source text into English by the group in question.

At this stage of the analysis, such inappropriately structured translations initially confirm the experiment hypotheses that advanced Arab students who are not trained in a text-typologically based model would produce written texts in English which have that «un-English» (cf. Holes, 1984) characteristics particularly at the level of text-structure.

LEVELS OF APPROPRIATENESS	CHART 1	CHART 2	TOTAL	%
20				
15		1	1	01.38
10	12	11	23	31.94
05	24	24	48	66.68

TABLE 5.11 OVERALL SCORES OF GROUP A ACCORDING TO CHARTS 1 AND 2.

FIG. 5.7 OVERALL SCORES OF GROUP A.



#### 5.4.2 GROUP B of US.

The four translations of the Arabic source text produced by group B of the University of Salford (US) were given to the same 3 evaluators who carried out their assessment according to appropriateness charts 1 and 2.

The evaluation of group B are listed under appendices E.2, F.2 and G.2 .

##### 5.4.2.1 Appropriateness Chart 1.

Each of the translations produced by group B is individually accounted for on the basis of the assessment by the 3 evaluators.

The notation B:1, for example, means group B subject 1 and so on for the rest of the translations .

##### 5.4.2.1.1 B:1.

Table 5.12 shows the scores of the translation produced by B:1 .

From the results, the score of 77.78% of the most appropriate level is significant. It indicates that the 3 evaluators agreed that B:1 produced a translation with an overall structure which is most appropriate to the pragmatic intentions and the text-type in question.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	2	3	2	7	77.78
15	1		1	2	22.22
10					
05					

TABLE 5.12 SCORES OF B:1 ACCORDING TO CHART 1.



#### 5.4.2.1.2 B:2.

According to table 5.13, the translation produced by B:2 was judged by the 3 evaluators as just appropriate by 5.56% above the average which is 50% with respect to the overall structure and its relation to the pragmatic intentions and the text-type of the translation.

#### 5.4.2.1.3 B:3.

Table 5.14 shows that the translation produced by B:3 scored a clear 88.89% of the most appropriate level according to appropriateness chart 1. In other words, the translation of B:3 was judged by the 3 evaluators as the most appropriate one in displaying an overall structure which is compatible with the pragmatic intentions and the text-type of which the translation is an instance.

#### 5.4.2.1.4 B:4.

The translation produced by B:4 seems to have puzzled the 3 evaluators.

This is because the scores, according to table 5.15, do not give prominence to any level of appropriateness. By prominence is meant a score higher than 50%.

But, the score 44.45% of the appropriate level is the highest and it is, therefore, taken to represent the appropriateness of the B:4 translation in relation to the overall structure with regards to the pragmatic intentions and the text-type in question.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20		2	2	4	44.44
15	3	1	1	5	55.56
10					
05					

TABLE 5.13 SCORES OF B:2 ACCORDING TO CHART 1.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	3	3	2	8	88.89
15			1	1	11.11
10					
05					

TABLE 5.14 SCORES OF B:3 ACCORDING TO CHART 1.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	1	1	1	3	33.33
15	1	2	1	4	44.45
10	1		1	2	22.22
05					

TABLE 5.15 SCORES OF B:4 ACCORDING TO CHART 1.

5.4.2.1.5 Conclusion.

The scores of the individual translations according to appropriateness chart 1 are summed up in table 5.16 and represented by figure 5.8.

Accordingly, group B scored:

61.11% of most appropriate level.  
 33.33% of appropriate level. And,  
 5.56% of less appropriate level.

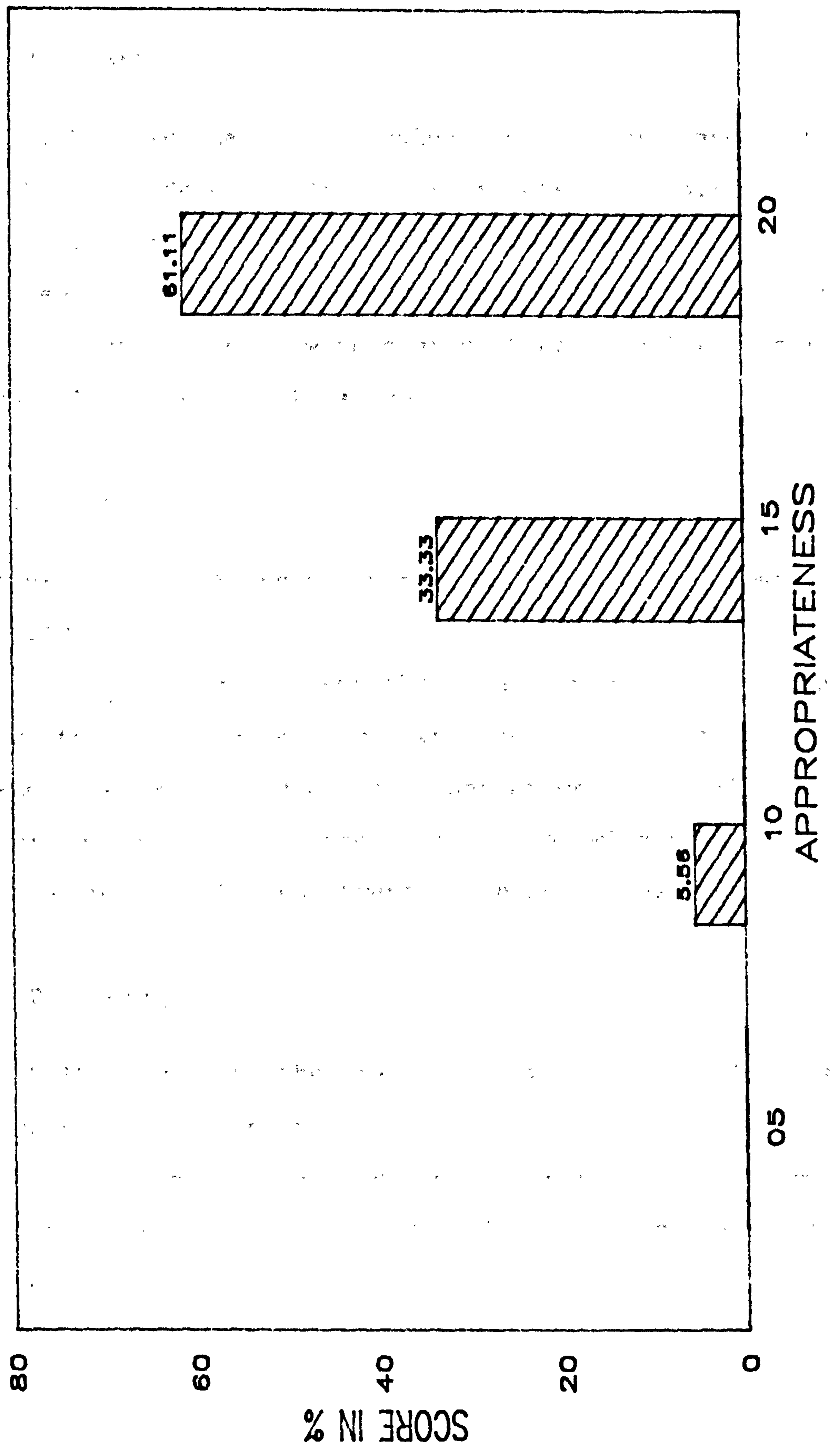
It follows, therefore, that the 3 evaluators agreed the translations produced by group B do display a most appropriate overall structure by 61.11% with relation to the pragmatic intentions and the text-type of these translations from Arabic into English.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	6	9	7	22	61.11
15	5	3	4	12	33.33
10	1		1	2	05.56
05					

TABLE 5.16 OVERALL SCORES OF GROUP B ACCORDING TO CHART 1.



FIG. 5.8 SCORES OF GROUP B ACCORDING  
TO CHART 1.



#### 5.4.2.2 Appropriateness Chart 2.

##### 5.4.2.2.1 B:1.

Table 5.17 shows that the 3 evaluators totally agreed the translation produced by B:1 is 100% most appropriate in its structure organization of the information.

Of course, the score of 100% should be viewed with relation to other scores within group B and the lower scores of group A ( see 5.4.1 above).

##### 5.4.2.2.2 B:2.

The scores of the translation produced by B:2 are shown in table 5.18.

Though a fluctuation between the levels most appropriate, appropriate and less appropriate appears to exist, the 3 evaluators generally judged B:2 translation as 66.67% most appropriate in its structure organization with relation to the text-type of which the translation is an instance.

##### 5.4.2.2.3 B:3.

Table 5.19 shows that the translation produced by B:3 got the same scores as the one produced by B:2.

The translation of B:3 scored 66.67% of the most appropriateness level with relation to its structure organization.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	3	3	3	9	100
15					
10					
05					

TABLE 5.17 SCORES OF B:1 ACCORDING TO CHART 2.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	2	2	2	6	66.67
15	1	1		2	22.22
10			1	1	11.11
05					

TABLE 5.18 SCORES OF B:2 ACCORDING TO CHART 2.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	1	2	3	6	66.67
15	1	1		2	22.22
10	1			1	11.11
05					

TABLE 5.19 SCORES OF B:3 ACCORDING TO CHART 2.



5.4.2.2.4 B:4.

Table 5.20 shows that the 3 evaluators were not clearly decided about judging the translation produced by B:4. It should be noted here that the same situation was noticed in 5.4.2.1.4 above as the 3 evaluators did not show decisive evaluation of the same translation according to appropriateness chart 1. Table 5.20 shows that B:4 scored:

44.45% of most appropriate level.  
 22.22% of appropriate level. And,  
 33.33% of less appropriate level.

Though the highest score 44.45% of the most appropriate level is below the average 50%, it is the one considered here. Consequently, the translation produced by B:4 is just most appropriate with regards to the structure organization.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	2	1	1	4	44.45
15		1	1	2	22.22
10	1	1	1	3	33.33
05					

TABLE 5.20 SCORES OF B:4 ACCORDING TO CHART 2.

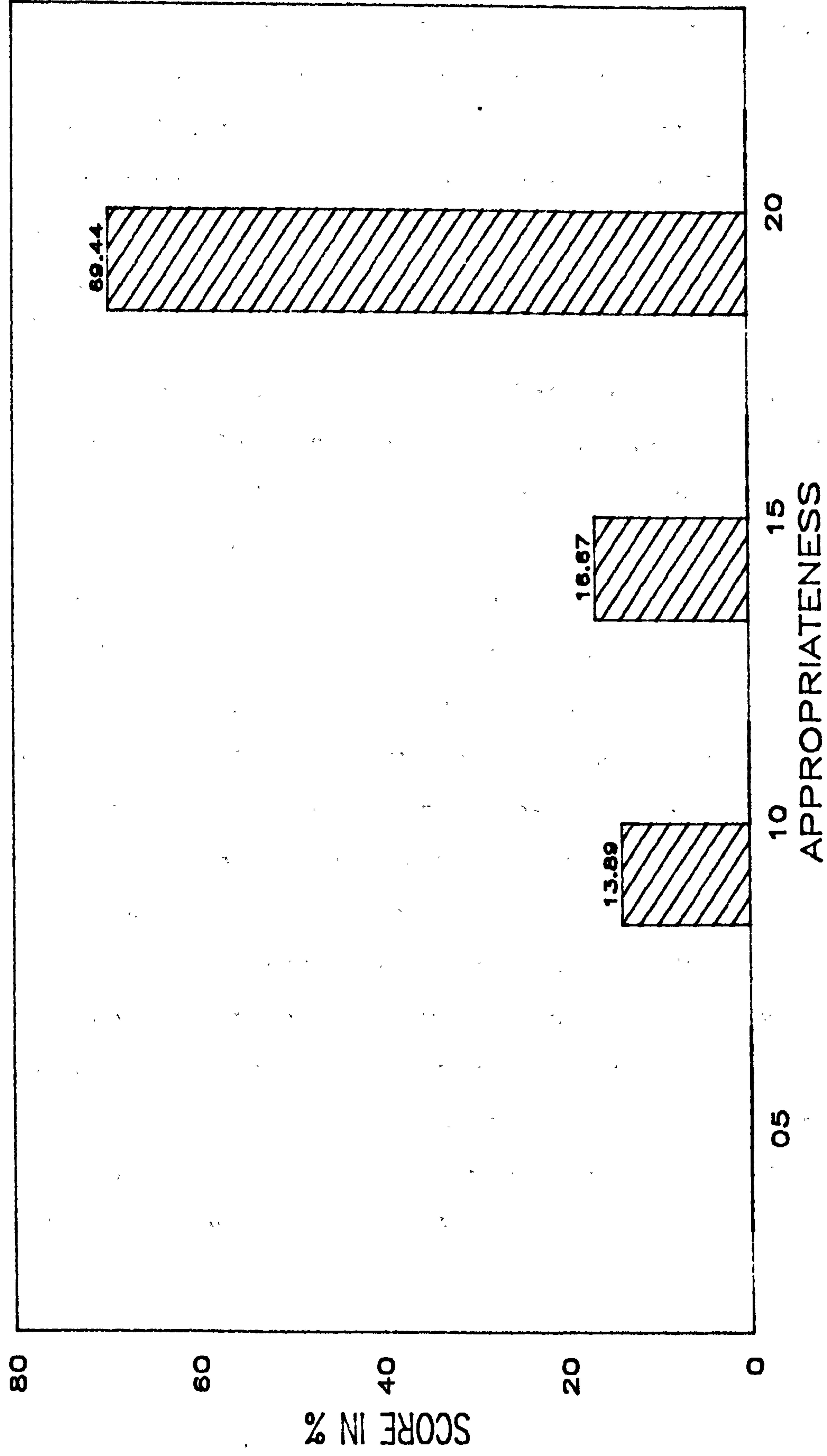
5.4.2.2.5 Conclusion.

The scores from the previous 4 tables are considered here to find out the general scores of group B according to appropriateness chart 2. Table 5.21 shows the scores of group B and figure 5.9 diagrammatically represents them. It is clear that the 3 evaluators agreed the translations produced by group B are 69.44% most appropriate in their structure organizations.

LEVELS OF APPROPRIATENESS	A	B	C	TOTAL	%
20	8	8	9	25	69.44
15	2	3	1	6	16.67
10	2	1	2	5	13.89
05					

TABLE 5.21 OVERALL SCORES OF GROUP B ACCORDING TO CHART 2.

FIG. 5.9 SCORES OF GROUP B ACCORDING  
TO CHART 2.



#### 5.4.2.3 Discussion.

The results from tables 5.16 and 5.21 are brought together in table 5.22 and diagrammatically represented by figure 5.10. The aim is to find the overall and general scores of group B according to appropriateness charts 1 and 2.

From table 5.22 the general scores of group B are:

65.27% of most appropriate level.  
25.00% of appropriate level. And,  
9.73% of less appropriate level.

It is clear from the above results that the 3 evaluators agreed the translations produced by group B of the University of Salford (US) are most appropriate in their structure organization.

It follows, therefore, that group B managed to redraft -in terms of Thomas (1989b)- the Arabic source text into structurally appropriate renderings in English.

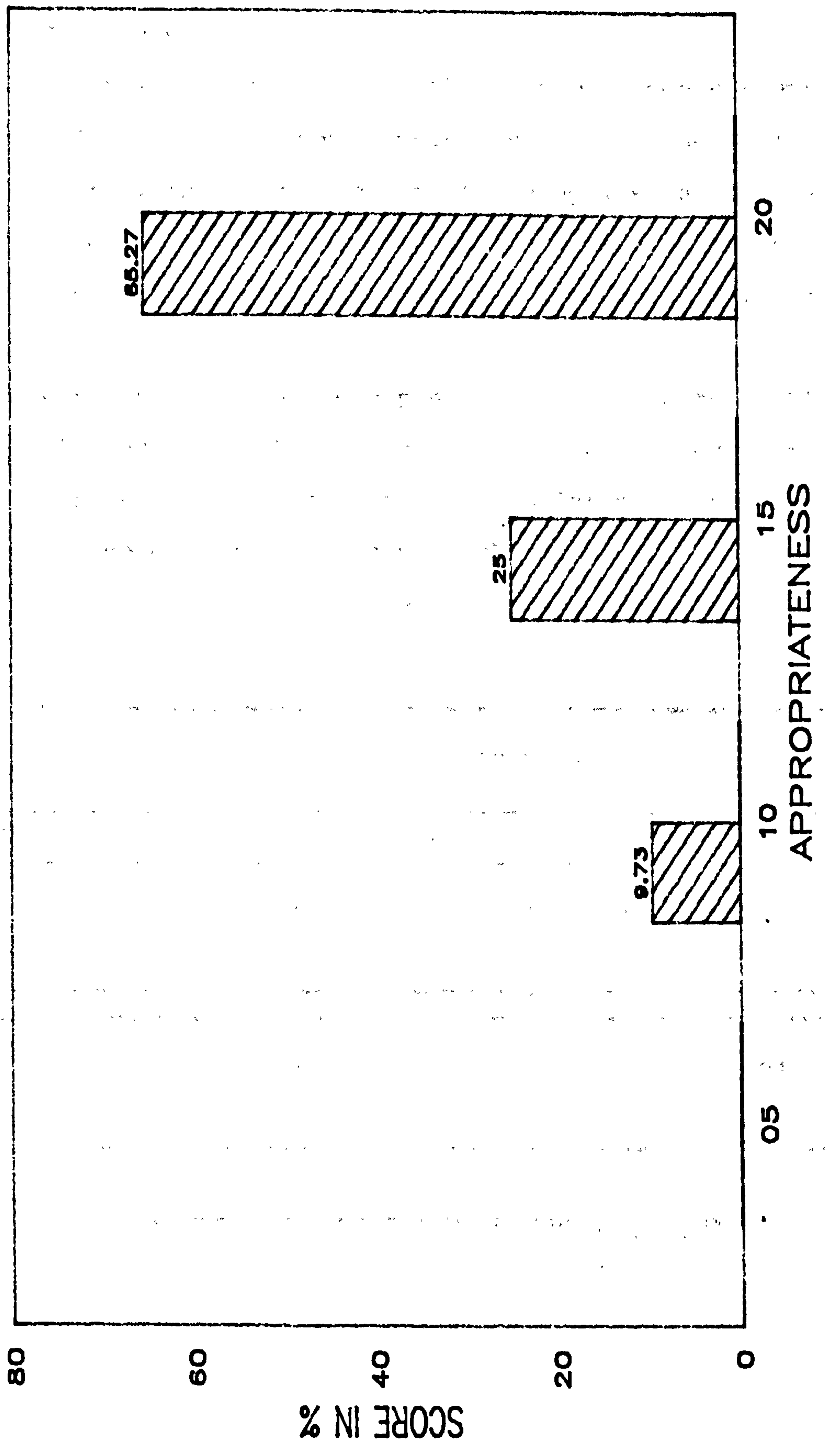
The scores of group B also show that training advanced Arab students in a text-type based model - as the one adopted in this thesis for the processing of text-structure - would enable them overcome the problem of producing inappropriately structured written texts in English and ultimately would help them to acquire a procedural knowledge (cf. Faerch & Kasper, 1984) which would enable them to utilize their knowledge of the lexico-grammatical systems of English in producing better structured texts. (cf. Holes, 1984; Hatim, 1987 and Williams, 1984).

LEVELS OF APPROPRIATENESS	CHART 1	CHART 2	TOTAL	%
20	22	25	47	65.27
15	12	6	18	25.00
10	2	5	7	09.73
05				

**TABLE 5.22 OVERALL SCORES OF GROUP B ACCORDING TO CHARTS 1 & 2.**



FIG. 5.10 OVERALL SCORES OF GROUP B.  
( ALL EVALUATORS )



5.5 RESULTS OF THE MINITAB ANALYSIS.

5.5.1 Data Input.

The same data which were used in the previous «conventional» analysis ( see 5.4 above ) were used for the Minitab computer analysis. But, instead of having 2 sets of data according to groups A and B, the data here were organized in one set of 144 rows with 5 columns for each row.( see appendix H ).

The data for the Minitab were prepared according to tables 5.23, 5.24 and 5.25. The tables show that each group got 4 scores for each criterion of the appropriateness charts 1 and 2; 36 scores according to each chart and 72 scores in total for each group as in table 5.26.

	CHART 1				CHART 2			
GROUP	A	B	C		A	B	C	TOTAL
A (PCL)	4	4	4		4	4	4	.24
B (US)	4	4	4		4	4	4	24

TABLE 5.23: NUMBER OF SCORES FOR GROUPS A & B BY EVALUATOR 1 .

	CHART 1				CHART 2			
GROUP	A	B	C		A	B	C	TOTAL
A (PCL)	4	4	4		4	4	4	24
B (US)	4	4	4		4	4	4	24

**TABLE 5.24: NUMBER OF SCORES FOR GROUPS A & B BY EVALUATOR 2 .**

	CHART 1				CHART 2			
GROUP	A	B	C		A	B	C	TOTAL
A (PCL)	4	4	4		4	4	4	24
B (US)	4	4	4		4	4	4	24

**TABLE 5.25 : NUMBER OF SCORES FOR GROUPS A & B BY EVALUATOR 3.**

	EVALUATOR		EVALUATOR		EVALUATOR		TOTAL
	1		2		3		
GROUP A (PCL)	24		24		24		72
GROUP B (U S)	24		24		24		72

TABLE 5.26 : OVERALL SCORES FOR GROUPS A & B  
BY THE 3 EVALUATORS.

The information, as shown in tables 5.23, 5.24, 5.25 and 5.26 was then arranged in columns 1 to 5 as shown in table 5.27 below.

1	2	3	4	5
group	evaluator	chart	criterion	score or level
1 = A	1	1	1 = A	05
2 = B	2	2	2 = B	10
	3		3 = C	15
				20

Table 5.27: Data organization for Minitab.

Accordingly, row 1 from appendix H, for instance, looks as follows.

1 1 1 1 10

and it reads from left to right: group 1 (=A), evaluator 1, appropriateness chart 1, criterion 1 (=A) and the score (or level) is 10. And, the same applies to the remaining 143 rows in appendix H. The use of numbers only is in accordance with the requirements of the Minitab computer programme. Arranged accordingly, the data ( appendix H ) were fed into the Minitab which most importantly resulted in the means for both groups A and B.

At the outset the analysis of means (5.5.3 below) backs the experiment hypotheses set out in the previous chapter.

It should be mentioned here that since the first 4 columns in appendix H, i.e., groups, evaluators, charts and criteria are fixed the information gained from considering them does not directly relate to the purpose of carrying out the experiment.

But, column 5 ( the scores or the levels ) which represents the degree of appropriateness is of most interest here as it directly relates to the testing of the experiment hypotheses.



### 5.5.2 Analysis of Variance.

The analysis of variance was carried out for the scores or levels ( column 5 in appendix H ).

The scores were analysed vis-à-vis the groups, the evaluators, the charts and the criteria. Also, vis-à-vis the following 6 interactions of columns:

- 1- Groups and evaluators.
- 2- Groups and charts.
- 3- Groups and criteria.
- 4- Evaluators and charts.
- 5- Evaluators and criteria.
- 6- Charts and criteria.

Table 5.28, below, shows the results of such an analysis.

The F-ratios for the evaluator and the interaction group # evaluator, from table 5.28, are of most importance to the type of experiment carried out for the purposes of this thesis. This importance was confirmed to me by someone whose field of expertise is statistics.

The importance of the 2 F-ratios, in table 5.28, lies in the fact that the evaluators are important in determining the scores or levels and that the groups ( A and B ) are likewise important in determining whether or not the experiment hypotheses are confirmed.

	F- RATIOS ( QUOTIENTS )
GROUP	561.80
EVALUATOR	<u>3.49</u>
CHART	0.02
CRITERION	0.62
GROUP # EVALUATOR	<u>9.27</u>
GROUP # CHART	0.02
GROUP # CRITERION	0.80
EVALUATOR # CHART	0.56
EVALUATOR # CRITERION	1.12
CHART # CRITERION	1.16

TABLE 5.28 ANALYSIS OF VARIANCE FOR F-RATIOS.

The 2 F-ratios are 3.49 for evaluators and 9.27 for groups # evaluators respectively.

In an attempt to test these 2 F-ratios, the Minitab «INVCDF» command - which gives the minimum F-ratio to reject a hypothesis - was used and the outcome for the experiment reported in this thesis as a minimum F-ratio is 3.0622.

It follows, therefore, that the obtained F-ratios of 3.49 and 9.27 indicate that our experiment was successful. This conclusion is further confirmed by the analysis of means in 5.5.3 below.

5.5.3 Analysis of Means.

The analysis of means for both groups A and B is arrived at by first finding the means of the groups by evaluators in terms of the scores or levels.

Table 5.29 below shows the means of each group in relation to each of the three (3) evaluators.

E V A L U A T O R			
group	1	2	3
A	7.292	7.708	5.208
B	18.958	16.042	18.333

Table 5.29 Means for Groups A & B According to Evaluators.

The information in table 5.29 - which is also shown in figure 5.11 - indicates that the 3 evaluators assessed the translations produced by both groups almost in the same way.

Given the means in table 5.29, table 5.30 shows the general means for groups A and B.

group	number	means
A	72	6.736
B	72	17.778

Table 5.30 Means for groups A & B.

It is clear that the mean for group B is higher than that of group A. The difference is 11.042 - which is a significant one - and confirms the experiment hypotheses.



FIG. 5.11 MEANS OF GROUPS A & B ACCORDING TO EVALUATORS .

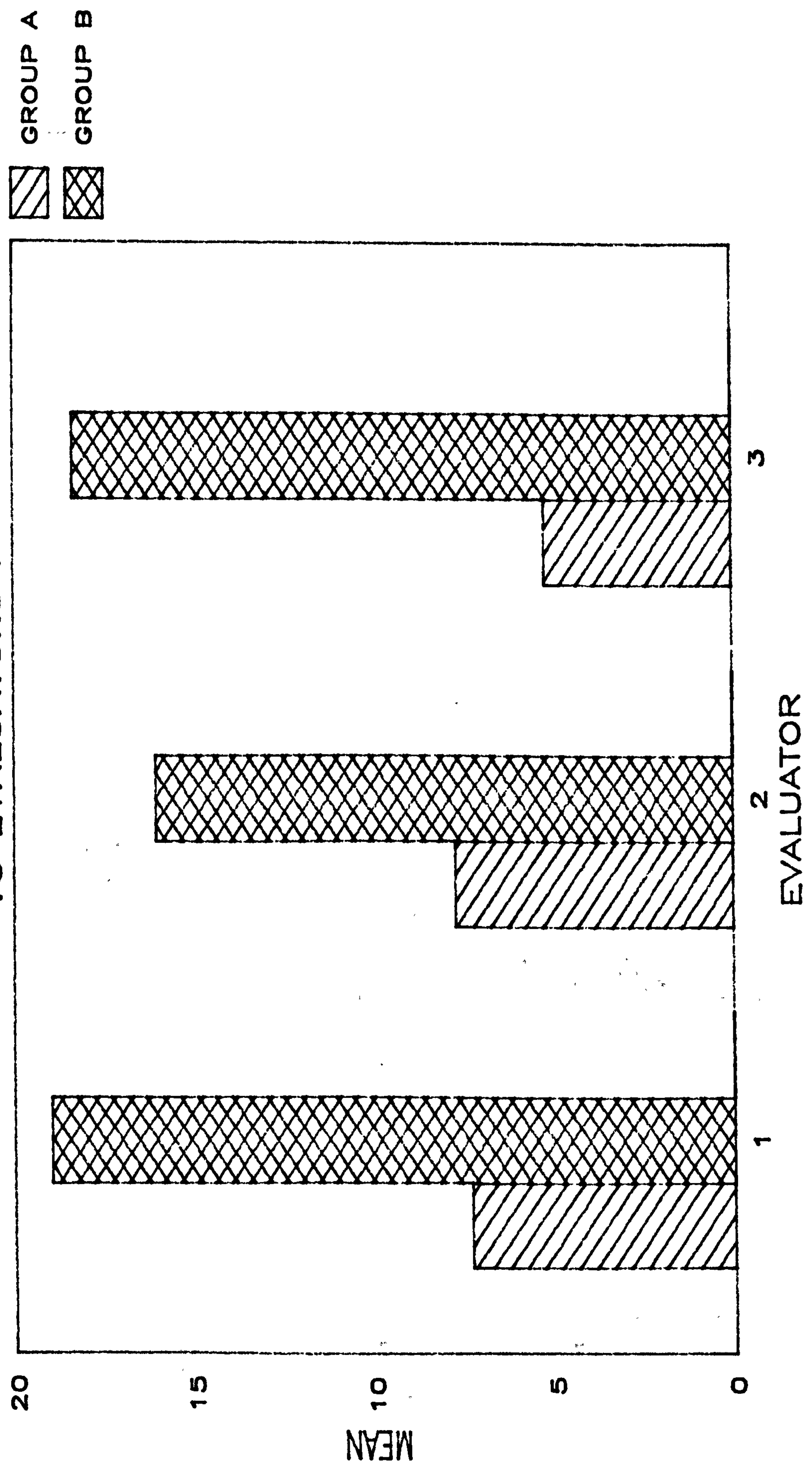
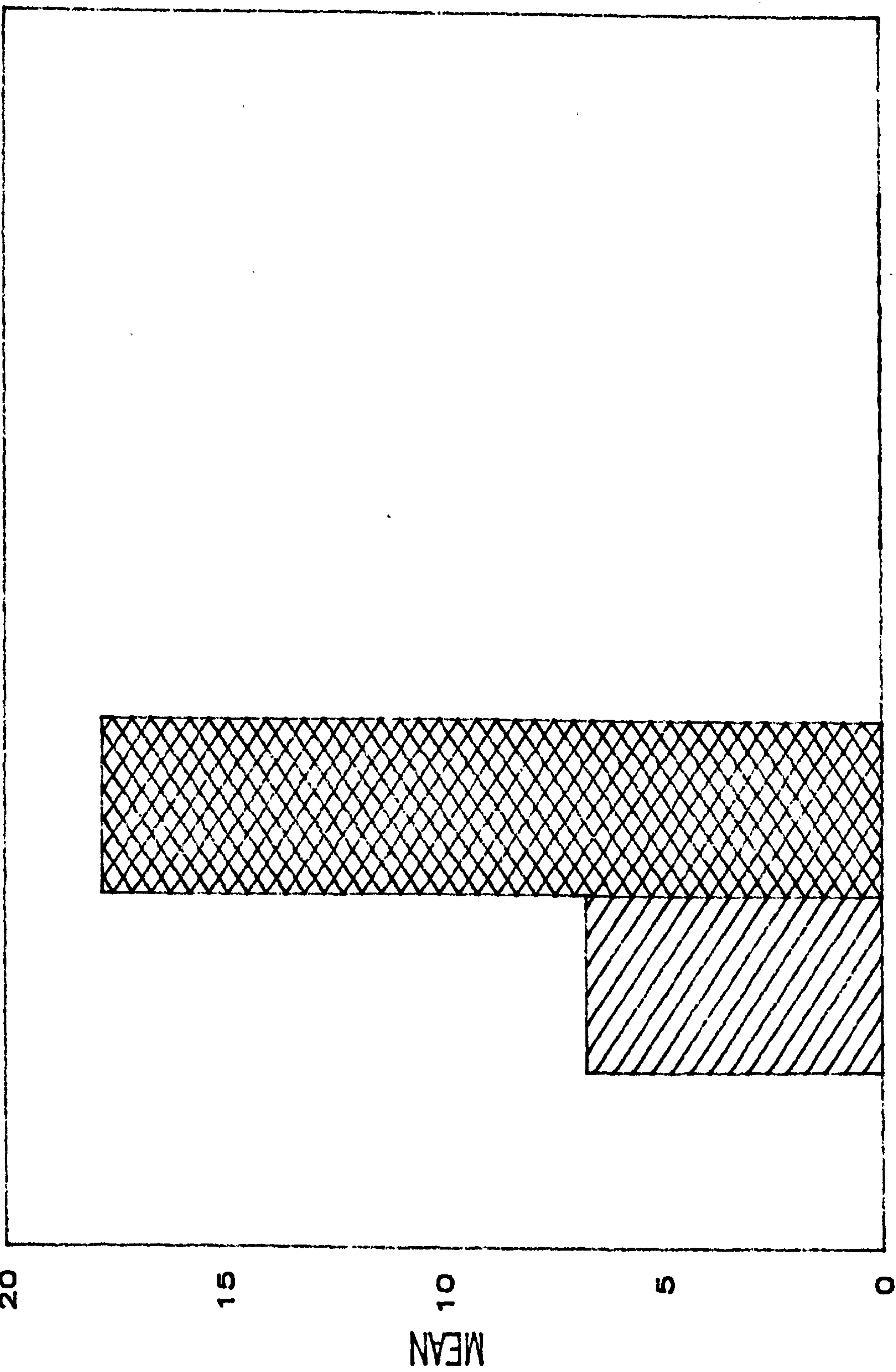


FIG. 5.12 OVERALL MEANS FOR GROUPS A & B.



#### 5.5.4 Conclusion.

The analysis of variance and means plus the results of the previous analysis in section 5.4 above, show that advanced Arab students who were trained in text-types produced structurally most appropriate English translations of the Arabic source text than those who were not.

That is, group B - in the experiment - produced more appropriately structured English translations than group A of the PCL.

### 5.6 COMPENDIUM.

I can only put it bluntly. The results of the analysis of the experimental data analyses ( sections 5.4 & 5.5 above ) have confirmed the hypotheses set out in the experiment design. (see chapter 4)

The higher mean of group B ( 5.5.3 above ) shows that a training in text-types and the appropriate structures for each type with regards to translating from Arabic into English can reduce what Holes (1984) calls «un-English» feel about advanced Arab students' writing in English.

At the other end of the experiment hypotheses, the results also indicate that those advanced Arab students ( our group A ) - who have never been trained in text-types as control forces primarily for text-structure - still fall within that category of advanced Arab students Williams (1984:118) defines as follows.

" The grammar can be grasped and even some of the idiom but still students' written compositions sound stilted and perhaps somewhat illogical."

And, also defined by Holes (1984:228) as follows.

" ... advanced Arab learner whose work is relatively free of gross grammatical error but which has a persistently un-English «feel» to it."

It can be concluded here that since the difference between



various information structures depend largely on the type of text in question ( cf. ZidatiS, 1982), an inclusion of a text-type oriented model for text processing - particularly at the level of text-structure where advanced Arab students most need to improve - in the teaching pedagogy could result in Arab students producing appropriately structured written texts in English.

The general outcome of the experiment is that teaching at advanced university levels, and with reference to Arab students, should focus on how to develop strategies ( cf. Thomas, 1989b ).

The term strategies is used here to mean what Faerch & Kasper (1984) call « procedural knowledge ». That is, the ability to process a given text, and in the case of translation, before finding the appropriate way of « redrafting » that text into the target language. (cf. Thomas, 1989b)

The focus on such way of teaching could result in advanced Arab students whose written English would feel more English.

The experiment, however limited in scope, has shown that such objective can be achieved.



## **CHAPTER SIX.**

### **CONCLUSIONS, APPLICATIONS AND IMPLICATIONS**

## 6.1 CONCLUSIONS.

In order to bring this thesis to closure and in a complementary fashion to the preceeding chapters; the present chapter covers general conclusions, plausible applications and suggestions for further research with particular reference to the model adopted in this thesis for text-structure processing.

This study, as first noted in its introduction, has grown out of an interest in the overall, global structures of texts from within a text linguistics angle of vision.

What has motivated such an interest is the fact that advanced Arab students - I myself being one - have been reported to have considerable command of the English language at the level of sentence syntax and the lexicon.

But, who are generally " poor " when it comes to producing appropriately structured written texts. ( for more details refer to chapters 1 and 4 in this thesis )

Under such circumstances, I have argued that applied linguistics should turn to those linguistic theories which - if incorporated in the pedagogy of teaching - can help advanced Arab students, in particular, produce more appropriate written English.

But, the problem has consisted in which linguistic theory to turn to ?

Pre-text based theories ( see chapter 2 in this thesis )

have been primarily concerned either with the linguistic or the functional aspects of individual sentences.

But, as has been repeated over the pages of this thesis and by others ( cf. Hartmann, 1980; Hatim, 1984a & 1987, Ventola, 1987 and van Dijk, 1988 ) language users -mainly with reference to written language- do not linguistically operate with sentences but rather with complete texts.

What is more, the linguistic features, which are the foci of sentence oriented linguistic studies are mainly lexico-grammatical in nature.

The linguistic theory which has proved most suitable for the purposes of this study is TEXT-LINGUISTICS. Its investigations in the area of overall and global text-structure( cf. Monagan, 1987 for example. ) can be considered most promising in capturing the kind of issues raised here. (see chapter 1 in this thesis)

But studies done by Beaugrande, Hasan and particularly Hatim (1) are heavily relied upon and accordingly a model for text-structure processing is adopted for the purposes of this thesis (2).

The model was first applied in the description of 3 text samples and then applied in the form of an experiment to test its pedagogical viability (3).

(1) See chapter 2 in this thesis.

(2) See chapter 3 in this thesis.

(3) See chapters 4 and 5 in this thesis.

I have repeatedly stated that the dialectic relationship between texts and their contexts is of central importance in the processing of communicative information structures in texts.

The importance of this relationship stems from the fact that without the continual setting and testing of hypotheses of the pragmatic intentions behind a text production, reception of that text could bog down in a mass of alternatives and non-determinacies ( cf. Beaugrande & Dressler, 1981; Hatim, 1987 and Tadros, 1984 ).

In order to avoid non-determinacies in text-structure processing, models should provide systematic and operational criteria which can - among many things - establish stability in the processing of a given text-structure.

The model adopted in this thesis for the processing of text-structure has established the following major criteria:

- a) The processing of the pragmatic values of a text-structure context. The objective here is to make,

"... sensible guesses about how those involved in the exchange of meanings are going to draw on the overall resources of the linguistic system."

(Halliday, 1984:8)

Within the perspective of this thesis and in order to arrive at a plausible taxonomy, so to speak, of intentions - which



are expected by text receivers to be materialized once the text commences to unfold - the pragmatic values of context are assumed to be of three major intentions:

- i) To expose information without evaluation.
- ii) To expose information with a view to either evaluating or opposing it. And,
- iii) To expose information with a view to instructing the receivers.

These major three pragmatic intentions also include references to the subject matter, the mode and tenor of a given text. (for this see chapter 3 in this thesis)

The processing of the pragmatic intentions is a crucial stage in text reception for a better and effective understanding of a text.

This is because the linguistic surface of the text is never complete by itself ( cf. Bransford, Stein and Shelton, 1985).

b) Given a "sensible", to use Halliday's term (1984), processing of the pragmatic intentions, a sensible allocation of a text to one of the three text-types is processed.

Accordingly, a text can be an instance of either the expository, argumentative or instructive text-type. ( see chapter 3 in this thesis)

c) Given the outcome of the processing of the pragmatic intention and the typological allocation of a



text, the processing of the structure organization of the text in terms of the four levels ( element, suprasentential entity, textlet and text ) can get underway.

If text 3 ( see 4.2.3 in chapter 4 ), for example, does not include textlet III, it can not be taken as a complete instance of its text-type and as a violation of the respective pragmatic intention behind its production. In other words, it would not have reached its required threshold of termination.

This is because within the instructive text-type, text instances with the feature [ - option ], as in treaties such as our text 3, the structure should be organized in terms of three (3) textlets:

Textlet I is devoted to the preamble which prepares the grounds for textlets II and III.

Textlet II is devoted to the agreements arrived at by the participating parties.

Textlet III is devoted to the closure or the ways the agreements are to be implemented.

The relationship between the 3 text-types ( expository, argumentative and instructive ) has been shown to be manifested in the similarities and differences of their structure realizations reflected in texts as Sbisà ( 1984:107 ) puts it,

"...typological work can enable us to distinguish "family resemblances" and combinatory possibilities, and even to make a dynamic use of ... types in the analysis of discourse."

Hatim (1987), for example, shows how a wrong type-allocation of an English text led to inappropriate translations of that text into Arabic by some advanced Arab students on an M.A. course in translation. Instead of an argumentative text, the students produced an expository [- evaluative] translation of the English text into Arabic.

Likewise, the subjects of our experimental group A ( see chapters 4 and 5 in this thesis ) produced translations into English of the Arabic text ( Appendix B ) which were judged by the three evaluators as 66.68% inappropriate. ( see chapter 5 for experimental data analyses )

By contrast, the subjects of group B produced translation of the same texts which were judged by the same three evaluators as 65.27% most appropriate.

In the context of this thesis, it has only been possible to look at the correspondences between typological structure elements and their respective realizations by textual entities. In other words, how a text-type is realized on the textual stratum in terms of the different levels of structure organization.

More research is, of course needed to investigate the various levels of text-structure organization ( see Harweg, 1980, for example, on text-beginnings ).

The results of the experiment, reported in the previous chapter, have shown that the incorporation of a text based model, such as the one adopted in this thesis, in the teaching pedagogy can help advanced Arab students produce more appropriate written texts in English as far as structure is concerned.

The analysis of means for the two experimental groups A and B through the Minitab computer programme has yielded the following results:

GROUP	MEANS
A	6.736
B	17.778

According to the evaluations by the three evaluators of the translations into English from Arabic produced by the two groups A and B.

The means and other results of the experiment ( see chapter 5 ) confirm the experimental hypotheses ( see chapter 4 ): The results, however, are only suggestive as regards the



pedagogy of teaching and learning translation - and at large English as a foreign language - at advanced levels of linguistic competence, i.e., at university postgraduate levels.

The use of whole texts as units of analysis has the additional linguistic and pedagogical values of confronting the students with authentic text-type instances of language in use. This complements the conventional sentence-based approach to teaching and learning English or translation into English at university levels.

The results of the experiment have also shown that translation can be an adequate device in the teaching and learning of English as a second language and would yield the sort of learners those people involved in the educational enterprise hope to see (cf. Thomas, 1989b).

Section 6.2, below, covers some pedagogical applications and some possible implications of the model adopted in this thesis for the processing of text-structure.

## 6.2 APPLICATIONS AND IMPLICATIONS.

### 6.2.1 Applications.

The objective of this sub-section is to outline some ways in which the model adopted in this thesis for the processing of text-structure can be incorporated in the teaching pedagogy of English as a foreign language and translation (Arabic / English). These applied linguistic areas are the most immediate ones for the application of the model as regards the objectives and purposes of the present study.

Notwithstanding the fact that the formal knowledge of sentence grammar is a prerequisite for competence in a foreign language; recent studies have shown that such sort of knowledge alone can not produce those competent foreign language learners the people involved in the teaching enterprise hope to see. (cf. Beaugrande & Dressler, 1981; Hartmann, 1980; Hasan, 1985c; Hatim, 1987; Kasper & Faerch, 1984; Thomas, 1989 a&b; Ventola, 1987 and ZidatiS, 1982 & 1983 ).

Translation teaching and also interpreting, for example, should be centred around the objectives of textual strategies. The sort of model adopted in this thesis for text-structure processing, if incorporated in the teaching pedagogy of translation and interpreting at advanced levels, would be helpful in arming the translators and / or



interpreters with procedural strategies in producing appropriately structured translations in English.

In theory there can be more than one rendering of a text from language X into language Y but only in terms of paradigmatic or syntagmatic choices. There should be only one appropriate textual rendering in terms of information structure, however.

In other words, renderings of a text-type from Arabic into English, for example, can vary in terms of the internal text units such as, sentence formations and the lexical choices by using different lexical items with similar semantic values.

But, as far as the structuring of the communicative information within the text is concerned, there should be one appropriate rendering.

In the case of the experimental text ( Appendix B ), for instance, any mishandling of the requirements of its text-type allocation in terms of its structural organization can lead to violation of the pragmatic intentions and communicative breakdowns. That is, to make an argumentative text rather than expository, for example.

Since translation and interpreting involve activities at both ends of communicating through texts, i.e., reception and production; the translator or interpreter first receives the source text then produces the target text ( see chapter

5, sections 5.2 and 5.3 ).

It follows, therefore, that the application of the model adopted here for the processing of text-structure - in the lights of the results of the experiment reported in chapter 5 - to the pedagogy of teaching, would best be in the following way.

- 1- Making the students aware of the general linguistic theory of the model, i.e., text-linguistics and the importance of text bound approaches.
- 2- Making the students aware of the importance of the pragmatic contextual values in translation and / or interpreting.
- 3- Making the students aware of the semiotics of text-types and variation in language use.
- 4- Making the students aware of the processes involved in translating and / or interpreting from language X into language Y as discussed in the previous chapter.
- 5- Introducing the students to the 3 text-types (see chapter 3) and their respective and appropriate overall, global structures in texts which realize the text-types and how the different text-types are materialized in the source language and the target one.
- 6- Get students to write in the appropriate style, so to speak, of the different text-types.

It should be noted here that text-types should be presented to students in sequences of graded difficulty. The graded

difficulty depends on the competence of the students in the foreign target language - English in our case - ; the teacher's own assessment of the students and the nature of the course itself.

Of course, we should not forget the students' aims and purposes. From my own experience as a postgraduate student and from the results of the experiment ( see chapter 5 for experimental data analyses ), I tend to believe that the student population with which this thesis is concerned - advanced Arab students - primarily aim at learning strategies and techniques for handling textual materials. Yet, a needs analysis can be carried out at the beginning of each course, in the form of interviews, preliminary assessment tests and questionnaires. this way, a more or less complete picture of the students' aims, purposes and needs can be established.

In the course of the translator and / or interpreter -to-be's training, we would also have a certain degree of recurrence of texts within a given text-type with reference to increasing difficulty. This recurrence approach in the teaching pedagogy is called the " spiral approach " (cf. Ventola, 1987).

According to Hatim ( 1983 and 1987 ), advanced Arab students seem not to handle the argumentative text-type in appropriate ways. It can be deducted, therefore, that a



recurrence of texts within this type would be most desirable.

The experiment (see chapters 4 and 5) has shown that what the advanced Arab students probably need most is the ability to appropriately accomplish a textual interlingual transfer from Arabic into English with regards to the various text-types and particularly at the level of structuring information within texts.

The experiment has also shown that the translation trainees do not need a lot of emphasis on the lexico-grammar of the target language. The need is rather for ways of appropriately structuring information in texts.

In conclusion to this sub-section, the teaching pedagogy can follow the four fundamental didactic principles of;

- 1- selection,
- 2- gradation,
- 3- presentation, and;
- 4- repetition. (cf. Ventola, 1987 for example).

But, the spirit of such pedagogy, as argued in this thesis, should be text-type oriented and the focus on the overall, global structures of various texts within the different text-types. This is the area where advanced Arab students most need to improve as shown by the outcome of the experiment and group A from the Polytechnic of Central London.

In the same line of argument and with regards to writing and reading in English as a foreign language, the applicability of the model, adopted in this thesis for the processing of text-structure, can be tested by carrying out similar experiments to the one carried out for the purposes of this study. ( see chapter 4 for experiment design )



### 6.2.2 Implications.

Because it involves a source language and a target one, translation theory and practice have and would certainly benefit from comparative and / or contrastive studies ( cf. ( cf. James, 1980 ) ).

Within the context of this thesis, a contrastive study between Arabic and English -at the level of text-structure- would yield some useful insights for translation teaching pedagogy at advanced university levels.

The implications for such a contrastive study can be of two stages. Stage one would account for the similarities and the differences between the 3 text-types - as adopted in this study -in both Arabic and English respectively.

Such account would ultimately result in the strategies involved in each of the 3 text-types with particular reference to information structure in texts.

Stage two would look into the outcome of stage one in order to find the ways in which text-structures - within the 3 text-types - differ or resemble with relation to both languages, i.e., Arabic and English.

Hatim ( 1984a and 1987 and with Mason, 1990 ) has mostly tackled errors made by advanced Arab students at text level and particularly the mishandling of the typological allocation of texts.

No thorough study of text-types and their respective realizations in Arabic has not yet been carried out.

According to a such text-structure oriented contrastive study, translation - and at large language - teaching pedagogy at university levels would certainly complement the formal, sentence oriented teaching pedagogy which almost prevails in the Arab World education enterprise.

Yet, it should be mentioned here that though the concern of the formal orders in the Arab World, i.e., syllabus designers and those responsible of the educational enterprise in general, is not immediately sentence oriented. The actual practices in the classrooms tend to favour sentence based approaches as they are less challenging and do not require more efforts on behalf of the teachers.

Also, quantitative approaches can be used to determine the frequency occurrences of certain lexico-grammatical features in various text-structures within the 3 text-types in both Arabic and English.

It should be noted here, however, that though quantification is an essential part of the procedure in the determination of what constitutes different text instances within the 3 text-types; it should not be taken as the sole definition of the characteristics of a given text-type.

What should be taken as defining characteristics of a text as an instance of a given text-type is the existence or not

of the parts which structurally facilitates the typological allocation of the text, namely the textlets.

Within an argumentative text with the features

[ + evaluative  
+ overt ]

for example, a textlet devoted to introducing the opposition of the cited thesis in the preceeding textlet is crucial for such text to be typologically allocated to the appropriate text-type.

Otherwise, the text may turn turn to be an expository or a [+evaluative] one but without the feature [ + overt ] which distinguishes it as an opposition.

This can lead to the loss of the main communicative intentions of the text and would lead to inappropriate translations of that text into another language ( cf. Hatim & Mason, 1990 ).

Quantification in text analysis can lead to the same line as that of the quantitative and atomistic register theory and analysis ( see chapter 1 in this thesis ). And, the dynamic view of language in use could again be lost sight of.

Quantification should be taken only as an operation which adds to our understanding of the dynamics of text-structures within a framework of text-types.

Within the perspective of this thesis, the objective is that an integration of the model adopted here for the processing of text-structure, in the pedagogy of translation and



language teaching would make advanced Arab students aware of - and hopefully competent in - the wide spectrum of the 3 text-types and the different communicative purposes and effects of the realizations of these text-types.

The call for a text-type based contrastive linguistics should not be based on the assumption that the linguistic markers of a particular text-type instance is the absolute criterion in defining that type.

This is because a text-type is "more or less" a statement of what should occur in a text particularly at the level of structure organization. Lexico-grammar, and the various aspects of texture at large, complement and fill the various structural slots within a text.

The objective of a text-type based contrastive study would promote applied translation and language science a lot if the different statements and characteristics of the structure organizations of the 3 text-types could be empirically established.

One of the possible spin-off implications of the research - reported in this study - is for computational linguistics and natural language processing.

Such implications are already under way in the form of research projects. Of particular importance is the project which is jointly carried out by the University of Wales College of Cardiff and the University of Leeds. The project

is known by the acronym COMMUNAL which stands for COvival Man-Machine Understanding through NATural Language; and the computer programme being developed for the COMMUNAL project is called GENESYS. Figure 6.1 below shows the various components of the COMMUNAL projects.



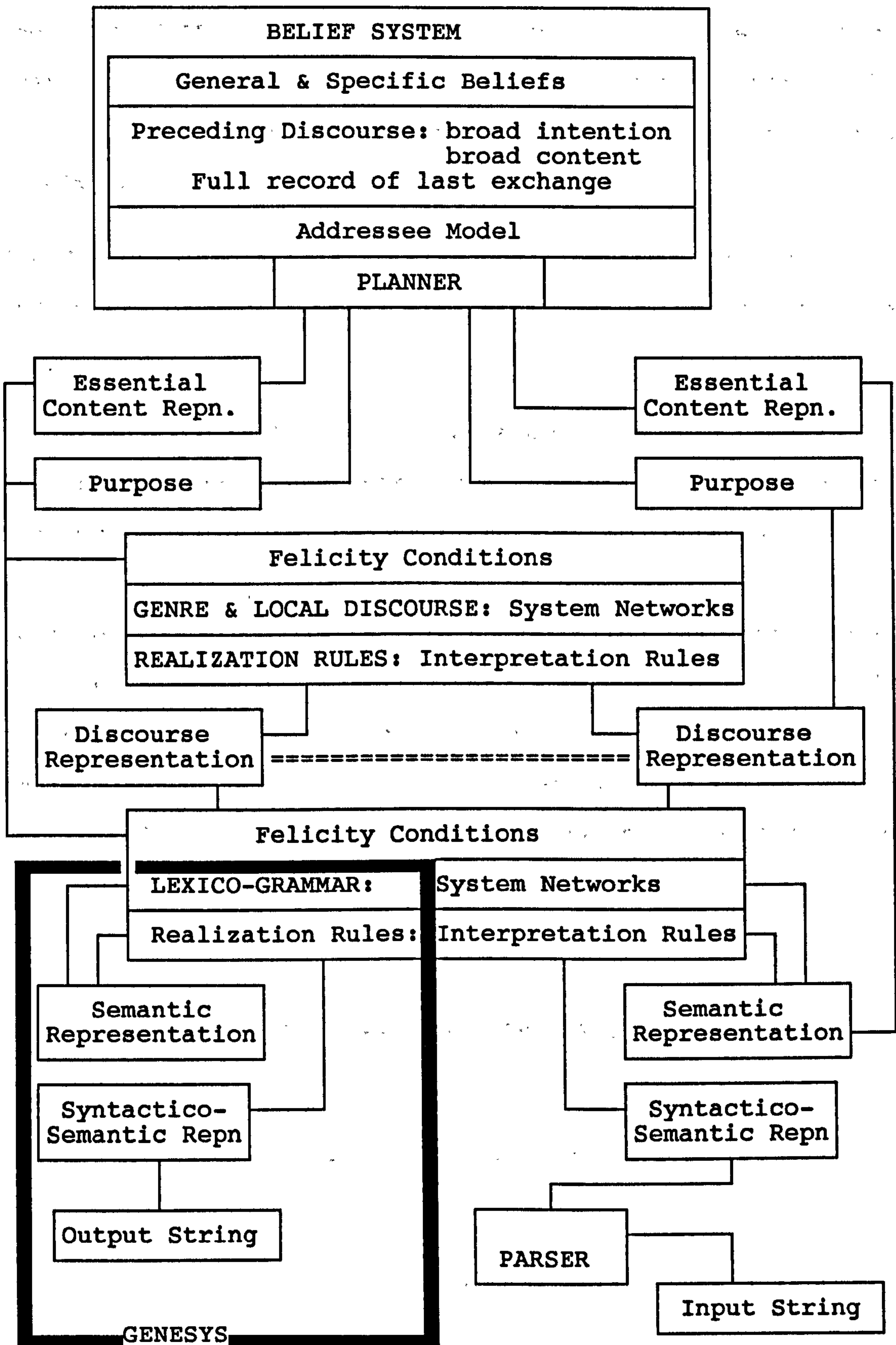


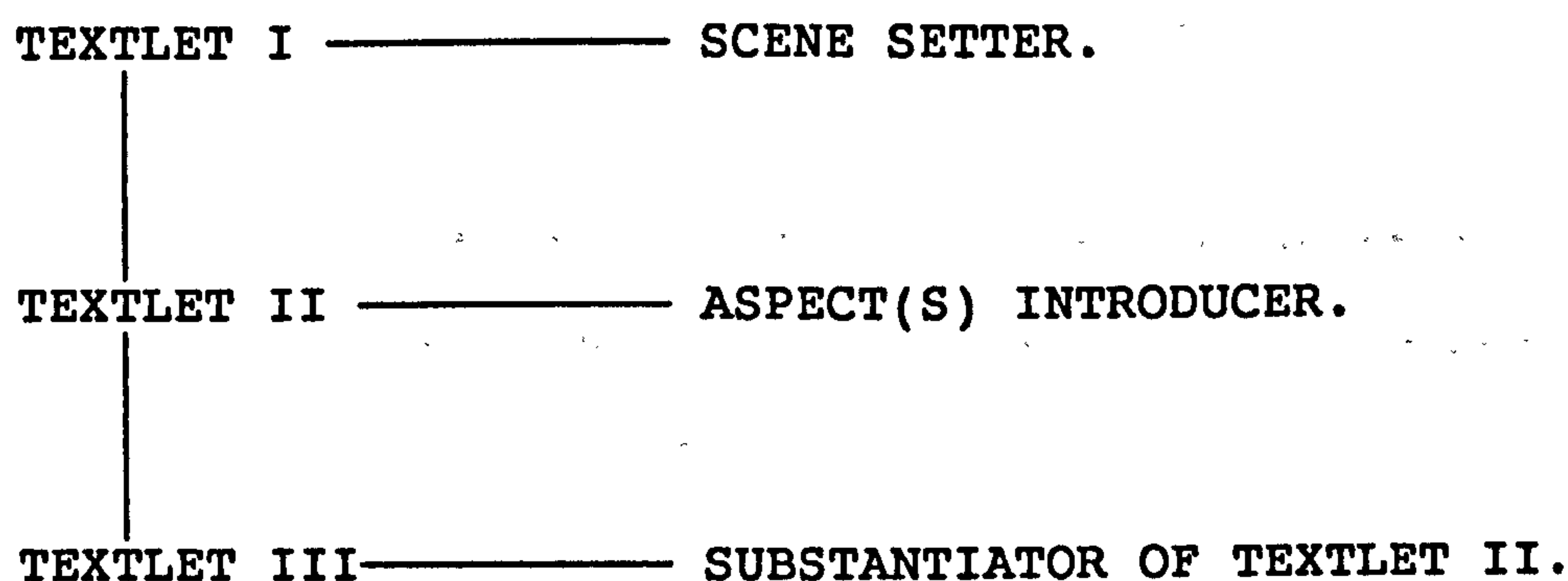
Fig. 6.1 Components of the COMMUNAL Project.  
(After Tucker, 1989)

The COMMUNAL project relies on Halliday's (1985a) systemic functional grammar as its linguistic theory, the hope is to cater for above sentence or clause realizations, namely texts.

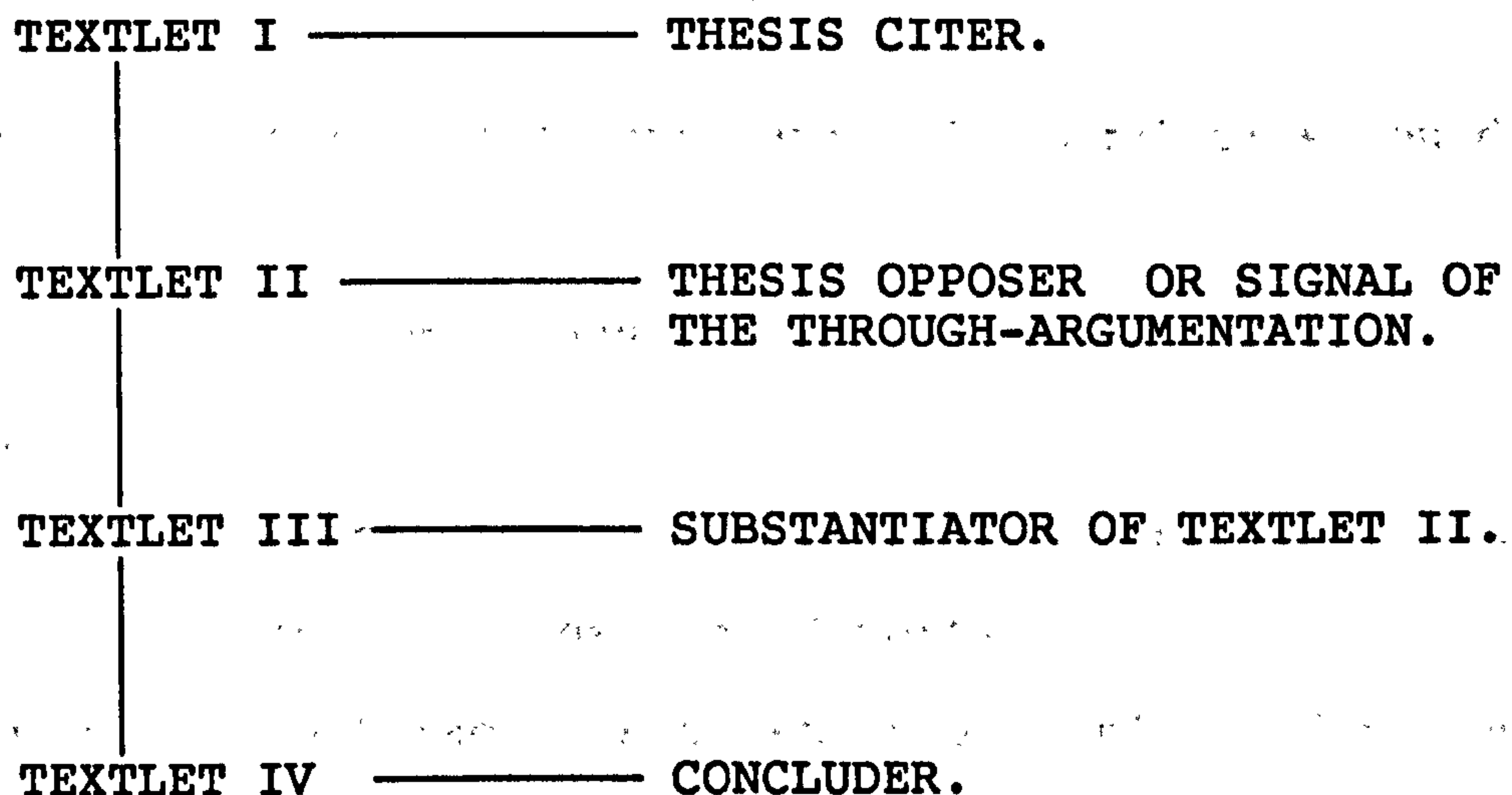
The COMMUNAL project is still young ( barely 22 months old ) and most of the reports are still confidential to the project team.

My stand here is that the model adopted in this thesis for the processing of text-structure within a text-typological framework could be computationally incorporated in the representation of information as texts.

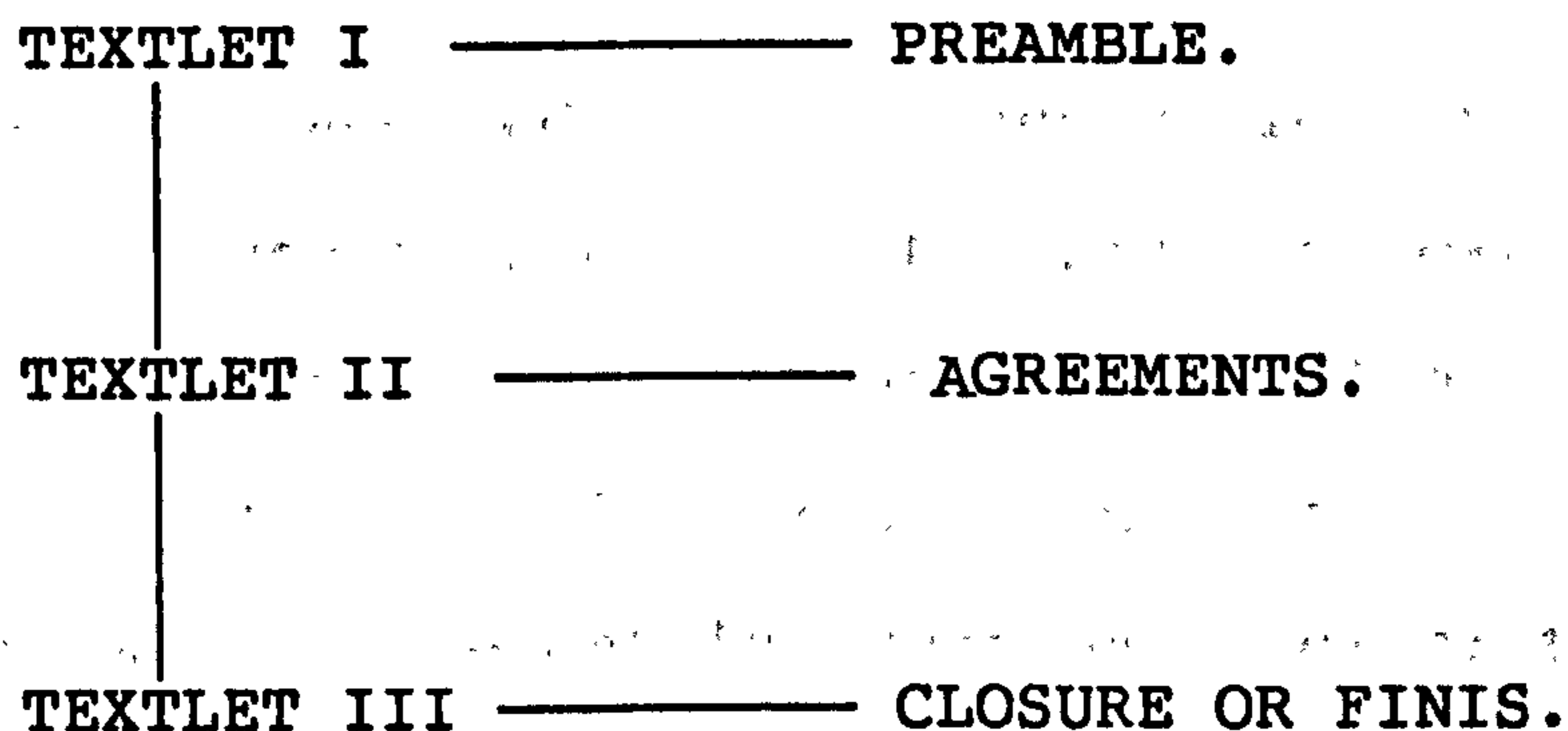
In other words, text-structure organization, as exemplified in the analysis of texts 1, 2 and 3 in chapter 4, can be organized as systems which structurally analyse texts into their major constituents ( see chapter 3 in this thesis ). Accordingly, expository text-type can be represented as follows:



The argumentative text-type can be represented as follows:



And, the instructive text-type can be represented as follows:



Such organization of texts would help in understanding language realizations and their storage and / or retrieval within an artificial intelligence system.

The hope is, as Rowe ( 1988:1 ) puts it,

"... that more intelligent computers can be more helpful to us - better able to respond to our needs and wants, and more clever about satisfying them."

The objectives of text based computational linguistics could include,

- 1- getting intelligent machines to communicate in natural languages,
- 2- getting intelligent machines to inference and retrieve complex and structurally interrelated texts,
- 3- getting intelligent machines to structure information in order to serve contextual - mainly pragmatic - goals and intentions, and;
- 4- getting intelligent machines to negotiate complex sets of rules for the various text-types realizations.

( cf. Rowe, 1988 and Wenger, 1987)

Since the model adopted in this thesis for text-structure processing ( see chapter 3 ) attempts to categorize the pragmatic hypotheses as intentions, - i.e., to expose information, to cite information in order to oppose or evaluate it and to present information in order to instruct the receivers, - could incorporated within the belief system of the COMMUNAL model ( see fig. 6.1 above ).

The organization of text-structures within the three text-types - as discussed above and in chapters 3,4 and 5 - could also upgrade the focus of the COMMUNAL project from the sentence or clause level to text level.



If text-types and their respective realizations were organized and stored as systems, predictions could be possible to access the typological allocations and subsequently the structural organization of text samples.  
( cf. Barret, 1988 and 1989 )

It should be emphasized here that such spin-off implications are merely suggestive and I hope to be able to carry out empirical research into their plausibility.



### 6.3 Limitations and Suggestions for Further Research.

The selective and eclectic nature of this study as regards the "uncountable" and varied linguistic approaches and models is not without reasons.

The objectives of the present study, as stated in its introduction, are both theoretical and practical or applied. Theoretically, the focus is on written text-structures from within text-linguistics. In particular, the views of Beaugrande, Hasan and Hatim are synthesized in the form of the model adopted for the processing of text-structure organization.

The model is put into action from an analyst / linguist vantage point in the form of the descriptive account of the 3 exemplary texts in chapter 4.

Practically, an experiment was carried out to test the applicability of the model as regards the teaching pedagogy, particularly that of teaching translation from Arabic into English at postgraduate levels.

Further research is needed in the following 6 particular areas.

1- The application of the model to spoken texts can be tested by carrying out similar experiments as the one reported in this thesis. Given appropriate conditions, such experiments can be wider in scope in terms of the number of subjects and data.

2- The relationship between the ways texts are structured and the institutional and macro-sociological context of their occurrences.

3- The distribution of certain linguistic features within the respective realizations of different text-types.

4- The plausibility of the typology adopted in this thesis as regards its power in capturing and defining variation in language use.

5- The model adopted in this thesis for text-structure processing is accounted for only from an analyst's point of view, its psychological reality with reference to language production and reception is yet to be studied.

6- With reference to the pedagogy of translation teaching in general, further research is needed;

- i) to characterize different text-types in the source and target languages.
- ii) to describe textual occurrences within various contexts.
- iii) to describe textual occurrences of both source and target languages within the same contexts of use .
- iv) to compare the text-types and their realizations in both source and target languages.
- v) to establish parallel text-types between the source and target languages.

With respect to iii, iv and v, a minute contextual factor can lead to variation in the structure organization of perfectly parallel texts in terms of the pragmatic intentions and the typological allocation.

Consider the following account of texts 4 and 5 ( appendix A ).

The two texts are obituary ones. They were respectively taken from the Guardian and the Arabic Egyptian paper Al-Ahram.

The pragmatic intention of the texts ( 4 and 5 ) is to expose information to the receivers about the death of a person and hence, they are of the expository text-type with the distinctive feature [- evaluative ] ( see chapter 3 ).

A processing of the structure organization of both texts 4 and 5 is shown by figures 6.2 and 6.3 below.

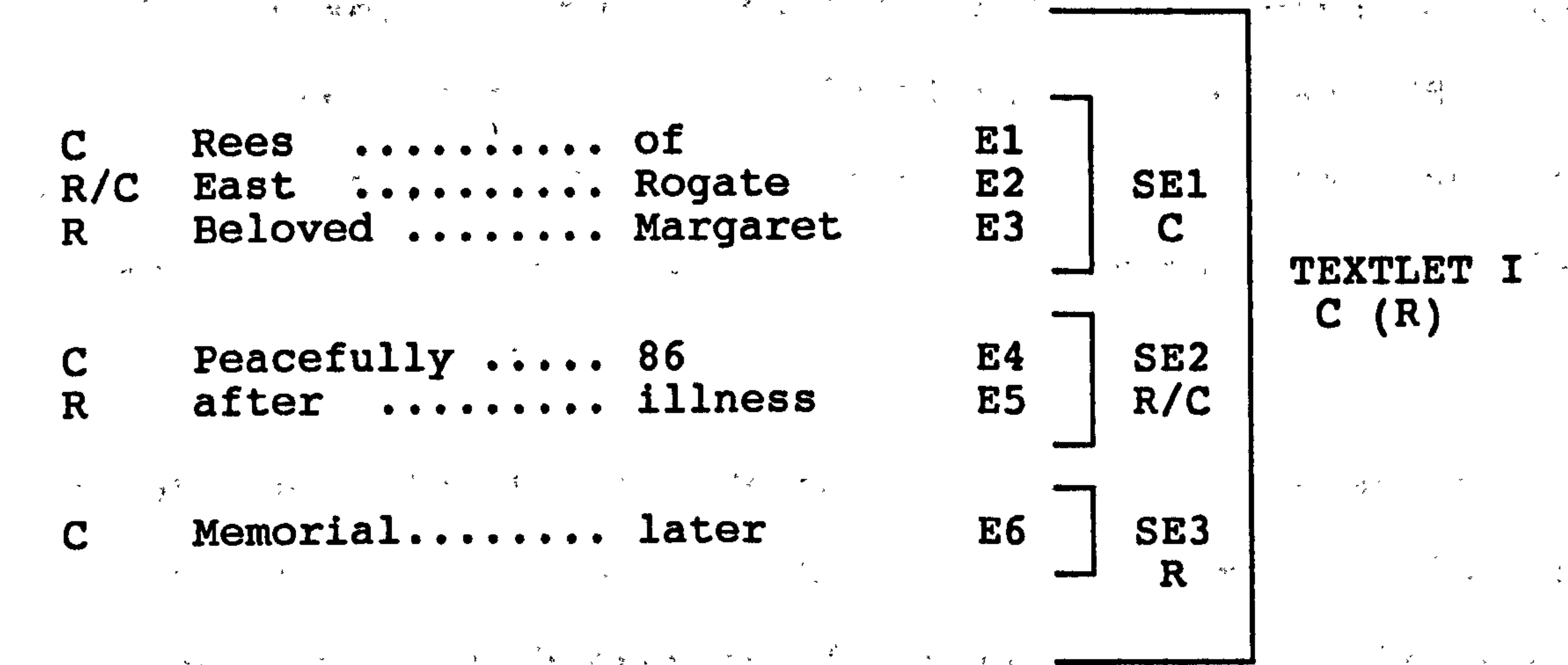


Fig. 6.2 Structure organization of text 4.



And for text 5, structure organization can be processed as represented in figure 6.3.

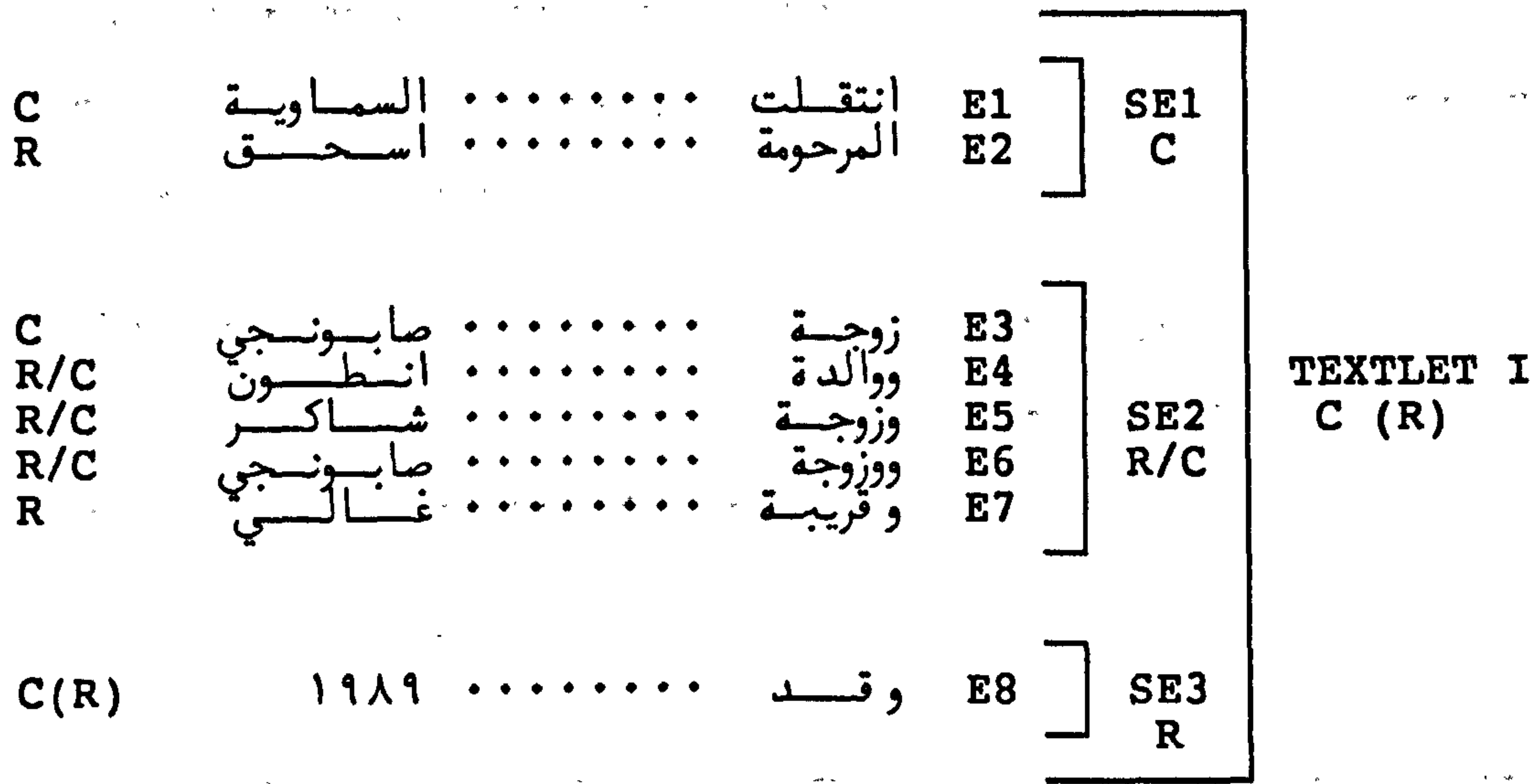


Fig. 6.3 Structure Organization of text 5.

At the outset, the two texts ( 4 and 5 ) are parallel in terms of their structure organization. That is, an SE to set the scene, an SE to introduce and define the aspect and an SE to conclude by generally referring to memorials or burial procedures.

For both texts the three SEs constitute a textlet which is upgraded to the level of text. This upgrading is in accordance with the hierarchy of communication as discussed in chapter 3 of this thesis. In other words, any level of

text-structure is realized by AT LEAST ONE constituent from the level immediately below in the structure organization. So, an text is realized by at least one textlet, a textlet by at least one supersentential entity and a supersentential entity by at least one element. The element is the inner-most constituent of a structure organization (see chapter 3).

But, there is variation in terms of the functions of the first two SEs in particular within the structure organizations of texts 4 and 5.

Consider table 6.1 below.

TEXT	SE	FUNCTION
4	1	Information about the deceased.
	2	The death.
	3	Concluder.
5	1	The death.
	2	Information about the deceased.
	3	Concluder.

Table 6.1 The functions of SEs within the structure organizations of texts 4 and 5.



Whereas SE1 of text 4 prepares the grounds for the announcement of the death in SE2, SE1 of text 5 announces the death and SE2 gives the required information about the deceased. SE3 in both texts assume more or less the same function as «concluders» in both texts 4 and 5.

It follows, therefore, that though texts 4 and 5 are parallel in terms of their pragmatic intentions and though they are both parallel in terms of the religious doctrine - Christianity -, the influence of the Arabic language ways of structuring obituary «islamically» oriented texts is apparent in the functions of the SEs which make up the structure organization of text 5 though not in the contents or the number of the SEs within the text.

Normally, an Arabic islamic obituary text is structurally organized in terms of four (4) SEs. SE1 refers to the Holy Book via a quote, SE2 announces the death, SE3 gives more information about the deceased and SE4 concludes the text. ( see text 6 appendix A for such an islamic obituary text )

It follows from the above examples that comprehensive studies of the various text-types and how they are realized on the level of structure in both Arabic and English are required.

A descriptive study of text-types and their realizations in Arabic is «yet» to be carried out. such study could not

be incorporated in this study because the focus is rather on the performance of advanced Arab students in the English language particularly with reference to the structure of written texts. ( see chapter 1 in this thesis )

The model adopted in this thesis for text-structure processing ( see chapter 3 ) can, however, be verified against a corpus of Arabic texts and may be with reference to English speakers learning Arabic. Such reference can take the form of experiments such as the one carried out for the purposes of this thesis ( see chapter 4 for experiment design ).

vi) to carry out experiments with a view to arrive at the common textual errors made by learners. A list of errors can, accordingly, be established and insights implemented within the pedagogy of teaching.

#### 6.4 Epilogue.

It would be claiming too much to imply that the production and reception of language in use as texts are well explored processes at this stage.

On the contrary, researchers, from many areas of interests, are only gradually achieving a consensus about the nature of the issues involved in such processes ( cf. van Dijk, 1988 and Monagan, 1987 )

It should be mentioned here that the arguments put forward in this thesis have roots in the epistemology of text study as attested by the words of Jespersen penned over half a century ago.

"... activity on the part of one individual to make himself understood by another, and activity on the part of that other to understand what was in the mind of the first. These two individuals ... and their relations to one another should never be lost sight of if we want to understand the nature of language."

(Jespersen, 1924:17)

But, sadly such orientations have been lost sight of for a long time.

Accordingly, the spirit of the work, reported in this thesis, has been mainly exploratory and " interpretative" in terms of Widdowson's (1989:128).



Many aspects of the model -- adopted here for text-structure processing - have so far been mainly theoretical. This reflects that the overall theoretical framework of the model does not have a long history and is still dynamically unfolding. Finding evidence to illustrate the model has been perfectly plausible, however.

The typology adopted in this thesis should be taken as merely suggestive and the applications of the model, as a whole, to translation and foreign language teaching should NOT be seen straightforwardly and immediately, but should rather be realized step by step and with caution.

Given the fuzziness - as a "raison d'être" of language in use - I could not avoid subjectivity creeping in. By the same token, many of the views and words of other people have been either consciously or unconsciously adopted or adapted over the pages of this thesis.

By way of concluding this epilogue and the thesis, every researcher aims at achieving success. But success is hard to measure particularly if the subject matter of investigation is as volatile and challenging as language in use as texts and trying to find pedagogical implications for such fields as translation and / or foreign language teaching.

However, does the model - adopted in this thesis for text-structure processing - have the feasibility and the

.

potential for possible applications and plausible implications ?

At the present stage of my research career, at least, I tend to opt for a YES.



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**APPENDICES.**



## APPENDIX A.

# Study shows immense value of reading method

by Sarah Bayliss

Children's reading scores improve dramatically under an organized system of parental involvement, according to new evidence to be published tomorrow.

Results from a Yorkshire study of 2,750 children aged 5 to 13 – the largest-ever research project on parental involvement in the curriculum – show that a technique called "paired reading" has a profound impact on children's progress.

The technique, in which parents and peers act as reading tutors, is simple to use once children and adults have been trained in it. Significantly, the research shows that schools with the best organized projects yielded the best results and that supportive home visits by teachers improved results even more.

The study covers an authority-wide scheme in Kirklees where two-thirds of all schools participated – ranging from infant to high schools and including special schools.

The data show that during the period of paired reading activity – an eight to nine-week period initially – children's reading accuracy improved at 3.3 times the normal rate, gaining 6.9 months of reading age. Their progress in reading comprehension was even more significant, 4.4 times normal rates, with children gaining 9.2 months of reading age.

More than 1,000 parents were ques-

tioned about their children's progress and reported greater confidence and more enjoyment as well as fewer mistakes and better understanding. Feedback from the children showed that, in a sample of 700, 95 per cent felt they had become better readers and 92 per cent said they liked reading more than in the past.

There is strong evidence that progress is sustained. Up to four months after the intensive eight to nine weeks, children were still progressing at twice normal rates.

Mr Keith Topping, a psychologist and the founding director of the Kirklees paired reading project, said this week: "It is clear that the paired reading technique with non-professional tutors is a highly effective means of raising attainment and of improving motivation, confidence and attitude to reading." Mr Topping presents his results tomorrow to an international conference in Kirklees attended by 400 people.

Since 1983 Mr Topping has been directly involved in training parents and children, a process which he considers vital to the success of the technique. Eighty schools were used for research purposes from 1983 to 1987.

The technique requires commitment from both sides to read together for roughly 10 minutes five times a week

for two months initially. Report cards or diaries of progress are shown to the class teacher every week.

Each child takes home a book of their choice – an important difference compared with some projects which send specific books home – which they read aloud with their helper. If the child struggles for a word or gets one wrong the helper simply says the word correctly and does not criticize. If the child wants to read alone they make a simple, pre-arranged signal.

Children living in poor, working-class areas tended to gain more from the project while those in advantaged areas gained less. This social-class factor was less obvious where the project included home visiting by teachers, which had profound effects in all areas.

Boys tended to improve more than girls – an important finding as most reluctant readers tend to be boys. Asians, who represented 9 per cent of the sample, tended to improve more than whites in reading accuracy but less in reading comprehension.

Some of the most interesting evidence concerns peer tutoring whereby more able – but not necessarily older – children help others. They were equally as effective as parents or other volunteer adults and showed bigger gains than their tutees.

## A:1. TEXT 1.

The Times Educational Supplement. (11-11-1989)



**P**erdita, a princess lost at birth, grows up in a shepherd's family. The king's son readily recognizes her royal quality in Shakespeare's *A Winter's Tale*: "All your acts are queen's," he says. Similarly, Oliver Twist – gentleman-born – retains, in circumstances of unspeakable depravity and deprivation, the noble nature inherited from his parents.

The idea that common goodness or specific virtues are directly inherited like brown eyes or black skin seems absurd today. We know that conditioning counts: education (for good or ill) is effective. Although the wise always insisted that "virtue alone is true nobility", for several centuries our society was organized according to principles of social order (still visible in such quaint relics as the peerage) implying that people's worth depended on their origins. That was wrong.

Gradually – and only recently – the old order has given way to a new society organized by the principle of merit. The meritocratic principle is a far, far better thing than the idea of natural gentility. It is both truer and fairer. Everyone, regardless of origin or circumstance, was given the same opportunity to win a grammar-school education through the 11-plus examination. Those who seek higher education compete equally in the 18-



## PERSONAL COLUMN

CHRISTOPHER BALL

### *Dismantling disadvantage*

plus examination (A level) or the Oxbridge colleges' entrance examinations. We would be shocked if we thought that birth or wealth or position or gender or colour or party or religion were taken into account by those responsible for these selective tests. I don't for a moment believe that they are.

And yet women, who account for 52 per cent of the population (and 52 per cent of A level passes) provide only 45 per cent of the students in universities and polytechnics. Black people, who represent nearly 5 per cent of the population, have a very much smaller share of higher education. We abandoned the 11-plus (I suppose) because, although fair in intention and fair in its operation, the outcome was neither fair nor effective. Children from bourgeois, bookish families prevailed. We failed to realize the potential of many of our people. I think A levels

will go the same way, and for the same reasons.

Similarly, jobs are competed for equally: the result is inequality. Women, black people and those from underprivileged homes are all losers. I don't think that women are inherently inferior to men, blacks to whites, the proletariat to the bourgeoisie, in their potential for achieving the range of specific, personal and transferable skills that are needed in work (and life): does anyone? The meritocratic principle has prevailed in theory, but does not work sufficiently well in practice. We need affirmative action.

Teachers know that systematic inequalities do not suddenly emerge at 18 or 16 – or even 11. They are already well established at the age of five at the start of official education and the lifelong competition for success. Sex stereotypes are also firmly instilled by that age. Until we can develop effec-

#### A:2. TEXT 2.

The Times Educational Supplement. (25-11-1988)



tive nursery education for everyone – which should be our highest national priority – we must try to remedy deficiencies of environment by providing special care for the underprivileged – which is what affirmative action means.]

*Action for Access*, the recent report of the Equal Opportunities Group, chaired by Beverly Anderson, makes clear the need for (and propriety of) positive action in encouraging and training people who are under-represented in selective education, or in jobs in industry or the professions. There is no doubt that certain groups are disadvantaged in the competition for higher education and work. Equally, there is no doubt that we must put this right – for three reasons: because it is unjust; because modern democracy requires a well-educated electorate; and because our nation's prosperity and vitality depend on the development of a more highly skilled workforce. (I am pleased, not embarrassed, by this coincidence of liberal idealism and hard-headed realism: it should be an unbeatable combination!)

The solution to these problems will be found by targeting help on those who need it. Those of us responsible for selective education must learn that it is no longer good enough merely to organize it according to the meritocratic principle, congratulating ourselves

that we have defeated the pernicious doctrine of natural gentility. Affirmative action will mean not resting from providing targeted help until all social groups (whether distinguished by sex, colour, class – or any other form of discrimination irrelevant to education) are fairly represented in colleges, polytechnics and universities – and the workforce. If (as I hope) this also encourages us to educate for success all who seek it, rather than misusing the precious benefits of education to create failure, all the better.]

Charles Dickens wrote *Oliver Twist* when he was 25. Fifteen years later in *Bleak House* he invented the character of Jo, the crossing-sweeper, among whose dying words were these: "We never knowd nothink. I never knowd what it was all about" . . . and dying thus around us every day, now as then. And Shakespeare, too, imagined King Lear, who did not understand the truth until he went mad. "None does offend; none – I say none: I'll able 'em." Teachers, a little mad like Lear, profess that no one is ever utterly lost to education, all may be enabled to live fuller lives, and find their place with Oliver and Perdita among the elect.

That's my vision. What's yours?

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*Sir Christopher Ball is chair of the board of the National Advisory Body for Public Sector Higher Education*

A:3. TEXT 3.

**OPTIONAL PROTOCOL TO THE VIENNA CONVENTION  
ON DIPLOMATIC RELATIONS,  
CONCERNING ACQUISITION OF NATIONALITY**

**DONE AT VIENNA, ON 18 APRIL 1961**

*The States Parties to the present Protocol and to the Vienna Convention on Diplomatic Relations, hereinafter referred to as "the Convention", adopted by the United Nations Conference held at Vienna from 2 March to 14 April 1961,*

*Expressing their wish to establish rules between them concerning acquisition of nationality by the members of their diplomatic missions and of the families forming part of the household of those members,*

*Have agreed as follows:*

**Article 1**

For the purpose of the present Protocol, the expression "members of the mission" shall have the meaning assigned to it in Article 1, sub-paragraph (b), of the Convention, namely "the head of the mission and the members of the staff of the mission".

## Article 2

Members of the mission not being nationals of the receiving State, and members of their families forming part of their household, shall not, solely by the operation of the law of the receiving State, acquire the nationality of that State.

## Article 3

The present Protocol shall be open for signature by all States which may become Parties to the Convention, as follows: until 31 October 1961 at the Federal Ministry for Foreign Affairs of Austria and subsequently, until 31 March 1962, at the United Nations Headquarters in New York.

## Article 4

The present Protocol is subject to ratification. The instruments of ratification shall be deposited with the Secretary-General of the United Nations.

## Article 5

The present Protocol shall remain open for accession by all States which may become Parties to the Convention. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

## Article 6

1. The present Protocol shall enter into force on the same day as the Convention or on the thirtieth day following the date of deposit of the second instrument of ratification or accession to the Protocol with the Secretary-General of the United Nations, whichever date is the later.

2. For each State ratifying or acceding to the present Protocol after its entry into force in accordance with paragraph 1 of this Article, the Protocol shall enter into



force on the thirtieth day after deposit by such State of its instrument of ratification or accession.

#### Article 7

The Secretary-General of the United Nations shall inform all States which may become Parties to the Convention:

(a) of signatures to the present Protocol and of the deposit of instruments of ratification or accession, in accordance with Articles III, IV and V;

(b) of the date on which the present Protocol will enter into force, in accordance with Article VI.

#### Article 8

The original of the present Protocol, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations, who shall send certified copies thereof to all States referred to in Article III.

In witness whereof the undersigned Plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Protocol.

Done at Vienna, this eighteenth day of April one thousand nine hundred and sixty-one.

A:4. TEXT 4.

REES ( HELEN ELIZABETH).

of East Lodge, Rogate,

beloved Sister of Margaret,

peacefully, on October 25.

aged 86, after a brief illness.

Memorial service to be

announced in the Guardian

later.

A:5. TEXT 5.

انتقلت الى الامجاد السماوية  
 المرحومة نرجس بولس اسحق  
 زوجة المرحوم ميشيل حبيب صابونجي  
 والدة الاستاذ وجيه والدكاترة وديد  
 ومجدى وحبيب وليليان وميشيل  
 وشقيقة المرحومين زكي ونصيف بولس  
 اسحق ويوسف وماتيلدا انطون وزوجة  
 خال المرحوم ماهر والدكتور ناجي  
 والاستاذ ايهاب والسيدة نيسيت  
 والسيدة ميرا انطون شاكرو زوجة عم  
 السيدات ايزيس وليلى ومنى والاستاذ  
 جورج ونبيل ادوارد صابونجي وقريبة  
 ونسيبة عائلات المصري ورزق الله و  
 انطونيوس وغالي وقد شيعت الجنازة  
 بتاريخ ٢٦ ديسمبر ١٩٨٩ .

Transcription of Text 5.

Ntaqalt 'ila l'amjaadi s-samaawiiyyati lmarhumatu narjis  
puulus 'ishaaq zawjatu lmarhum mishiil habiib saabunji wa  
waalidatu l'ustaad wajiih wa d-dakaatira wadiid wa majdi wa  
habiib wa liliyaan wa mishiil wa shaqiiqatu lmarhumiin zaki  
wa nasiif puulus 'ishaaq wa yuusuf wa maatilda 'antun wa  
zawjatu khaali lmarhum maahir wa d-duktuur naaji wa l'ustad  
'ihaab wa s-sayyida niib wa s-sayyida miira 'antun shaakir  
wa zawjatu çammi s-sayyidaat 'iziis wa layla wa muna wa  
l'ustaad juurj wa nabiil 'idwaard saabunji wa qariibatu wa  
nasiibatu çaa'ilaati lmasri wa rizq l-lah wa 'antunius wa  
ghaali wa qad shuyyiçati ljanaazatu bitaariikh 26 disamber  
1989.



A:6. TEXT 6.

بسم الله الرحمن الرحيم  
 " يا أيتها النفس المطمئنة ارجعي  
 الى ربك راضية مرضية وفادخلي  
 في عبادي وادخلي جنتي " .  
 صدق الله العظيم

آل أبو دومة  
 توفي لرحمة الله المرحوم  
 صلاح محمود السيد  
 نجل المرحوم الشيخ محمود السيد  
 عطية أبو دومة وابن عم وخال باقى  
 أفراد العائلة وقريب ونسيب باقى  
 عائلات أم دومة والعزاء تلغرافيا  
 أم دومة .

البقاء لله .

### Transcription of Text 6.

Bismi l-laahi r-rahmaani r-rahiim.

« yaa 'ayyatuha n-nafsu lmutma'innatu rjiçii 'ilaa rabbiki  
raadiyyatan mardiyatan fadkhulii fi çibaadii wa dkhulii  
jannati.»

« sadaqa l-laahu lçadhiim.»

'aal 'abu duuma.

tawaffaa lirahmati l-laahi lmarhuum salaah mahmuud s-sayyid.  
najlu lmarhuumi sh-shaykhi mahmuud s-sayyid çatiyya 'abuu  
duuma wa bnu çami wa khaali baaqi 'afraadi lçaa'ilati wa  
qariibu çaa'ilaati um duuma wa lçazaa'u tilighraafiyyan  
um duuma.

'albaqaa'u lil-laahi.

## APPENDIX B: EXPERIMENTAL TEXT.

العيش. ولقد جمل منها الاسلام نظاما مشتركاً تقبله جميع الملل وفرض ممارستها على كل الناس مسلمين وغيرهم. ولقد قال رسول الله صلى الله عليه وسلم والخلق كلهم عيال الله، أحبهم إليه أنفعهم لعياله.

وعمل بهذا التوجيه الانساني الخالد قامت الوكالة الاسلامية للاغاثة استجابة لاداعي الاسلام بالعمل المخلص الجيد في هذا المجال وبعمه وتطويره والارتقاء به.

ان نخبة المفكرين المحققين والقهردين واغاثتهم والمعاني بحالهم هي من افضل اعمال الخير والبر التي حث عليها الاسلام كما حث عليها الاديان السماوية الاخرى والاعراف الحميدة. فالوكالة الاسلامية للاغاثة قد سبقتها منظمات تطوعية خيرية لخرى كثيرة في بلاد كثيرة تتباين في هويتها وولائها ودرافعها وسبل عملها.

### اهمية ومبررات الاغاثة والاحسان

في المنظور الفكري فإن وظيفة الوكالة تقوم على خيار الاسلام الذي يفرض على المسلمين واجبات ومسؤوليات أصيلة ومتجذرة بالاحسان غير المشوب بالن والاذى للمحتاجين والمحرومين ونخبة المفكرين والقهردين. فالاسلام ليس عقيدة تقف عند الاستقرار في الوجدان ولا هو فكرة يعمر بها ذهن فحسب، بل هو عقيدة تقضي الى شريعة يقوم على هداها نظام متكامل يهدف الى قيام الحياة الكريمة المتوازنة على دعائم من معرفة الله ومراقبته في خلقه والعمل به لغاياته الاجتماعية. وللاسلام فكره وتراثه في العلاقة والتعامل بين البشر جميعا وله منهجيه في المعاملات ونظامه في الثروات وتوزيعها وفي اعمال الاحسان، ومنها اللجوء والوفادة والنجدة والاغاثة والرعاية الاجتماعية وتنظيم سبل كسب

تحت مظلة منظمة الدعوة الاسلامية، وفي عام ١٩٧٨م استقلت عن المنظمة وأصبح لها مجلس أمناء خاص بها ونظامها الاساسي بالاضافة الى نظامها ولوائحها.

اعدت ورقة الاستراتيجية هذه في بداية عسك ١٤٠٩هـ (١٩٨٨م) وهي تستهدف مدى زمنا يعقد لعشر سنوات تقريبا. وتهدف بالاستراتيجية التعريف والراسخ بالموامل الاساسية التي تحكم وتحدد النوايا والمسمى والافعال لتحقيق رؤية الوكالة ورسالتها والمقاصد التي تنشدها والبيسدرات لبلوغ الاهداف. وتصف الاستراتيجية البيئة الداخلية والخارجية للوكالة والمشاكل والبرامج والجموعات التبشيرية المستهدفة بالعمل الطوعي الخيري للوكالة والمشاكل والبرامج لتوضيح هوية الوكالة وسماتها من حيث القيم والبيسرات التي ترجع الافعال وجوانب القوة والضعف والاثار المترتبة على تلك الافعال.

### الوكالة الاسلامية الافريقية للاغاثة

مؤسسة خيرية تطوعية عالمية غير حكومية لها شخصيتها الاعتبارية ويشرف عليها مجلس أمناء. مقرها مدينة الخرطوم ولها مقر اضافي في لندن وفروع او تمثيل في بلاد عديدة في افريقيا واسيا واوروبا.

تأسست الوكالة في عام ١٩٨١م

Transcription of the Experimental Arabic Text.

Al-wakaalatu al-islamiiyyatu lilighaathati muassasatun khayriyyatun tatawuḥiyyatun ḡalamiiyyatun ḡhayra hukuumiyyatin lahaa shakhSiyyatuhaa al-iḡtibaariyyati wa yushrifu ḡalayhaa majlisu 'umanaa'in. maḡarruhaa madiinatu al-khurtumi wa lahaa maḡarrun 'idhafiyyun fii landan wa furuḡun 'aw tamthiilun fii bilaadin ḡadiidatin fi 'afriiqiyaa wa 'aasyaa wa 'uruupaa.

ta'assasati l-wakaalatu fii ḡaam 1981 M (= AD) tahta midallati d-daḡwati l-islamiiyyati. wa fii ḡaam 1988 M staḡallat ḡani lmunadamati wa 'aSbaha lahaa majlisu 'umanaa'in khaaSin bihaa wa nidaamuhaa lasaasi bil'idhafati 'ilaa nudumihaa wa lawaa'ihiihaa.

'uḡiddat waraḡatu l-istraatiijiyyati haathihi fii bidaayati ḡaam 1409 H (1988 M) wa hiya tastahdifu madan zamaniyyan yamtaddu liḡashri sanawaatin taḡriiban. wa naḡSidu bilistraatiijiyyati t-taḡriifa lwaasiḡa bilḡawaamili l-'asaasiyyati l-latii tahkumu wa tuhaddidu n-nawaayaa wa lmasḡaa wa l'afḡaali litahḡiiḡi ru'aa lwakaalati wa risaalatahaa wa lmaḡaaSidi l-latii tunshiduhaa wa lmubarriraati libuluuḡhi l'ahdaafi. wa taSifu l-istraatiijiyyatu lbii'ata d-dakhiliyyata wa lkhaarijiyyata lilwakaalati wa lmashaakila wa lbarramiḡa wa lmajmuuḡaati t-tabshiiriyyati lmustahdafati bilḡamali t-tawḡi lkhayrii



lilwakaalati wa simaatuhaa min haythu lqiyami wa lmizaati  
l-latii tuwajjihi l'afçaala wa jawaaniba lquwwati wa d-duçfi  
wa l'aathari lmutarattibati çalaa tilka l'afçaali.

'ahammiyyatu wa mubarriraatu l'ighaathati wa l'ihsaani.  
fi lmandhuuri lfikri fa'inna wadhifata lwakaalati taquumu  
çalaa khiyaari l'islaami ladii yafridu çalaa lmuslimiina  
waajibaati wa mas'uuliyyatin 'aSiilatin wa mutajaddidatin  
bil'ihsaani ghayri lmashuubi bilmanni wa l'adaa  
lilmuhtaajiina wa lmahruumina wa najdati lmankuubiina wa  
lmaqhuuriina. fal'islaamu laysa çaqiidatan taqifu çinda  
l'istiçraari fi lwiçdaani wa laa huwa fikratun yaçmuru bihaa  
d-dihnu fahasb, bal huwa çaqiidatun tafdii 'ilaa shariifatin  
yaquumu çalaa hudaahaa nidhaamun mutakaamilun yahdifu 'ilaa  
qiyyami lhayati lkariimati lmutawaazinati çalaa dçaa'imín  
min maçrifati l-laahi wa muraaqabatihí fii khalqihí wa  
lçamali bihi lighaayaatihí l'ijtimaaçiyyati. wa lil'islaami  
fikruhu wa turatuhu fi lçalaqati wa t-taçaamuli bayna  
lbashari jamiican wa lahu minhaajuhu fi l-muçaamlaati wa  
nidhaamuhu fi th-tharawaati wa tawziíçihaa wa fii 'afçaali  
l'ihsaani, wa minhaa l-lujuu'u wa lwifaadatu wa n-najdatu wa  
l'ighathatu wa r-rçaayatu l'ijtimaaçiyyatu wa tandhiimu  
subuli kasbi lçayshi. wa laqad jaçala minhaa l'islaamu  
nidhaaman mushtarakan taqbaluhu jamiicu lmilali wa farada  
mumaarasatahaa çalaa kulli n-naasi muslimiina wa ghayruhum.  
wa laqad qaala rasuulu l-laahi Salla l-laahu çalayhi wa

sallama « al-khalqu kulluhum çiyyalu l-laahi, 'ahabbuhum  
'ilayhi 'anfaçahum liçiyyalihii».

wa çamalan bihaada t-tawjiihi l'insaani lkhaalidi qaamati  
lwakaalatu l-'islaamiyyatu lil'ighathati stijaabatan lidaçi  
l'islaami bilçamali lmukhliSi ljayyidi fi lmajaali wa  
daçmihi wa tatwiirihi wa l'irtiqaa'i bihi.

'inna najdata lmankuubiina lmuhtaajiina wa lmaqhuuriina wa  
'ighaathatihim wa lçinaayati bihaalihim hiyya min 'afdali  
'açmaali lkhayri wa lbarri l-latii hatha çalayhaa l'islaamu  
kamaa hathat çalayhaa l'adyaanu s-samaawiyyatu l'ukhraa wa  
l'açraafu lhamiidatu. falwakaalatu l'islaamiyyatu  
li'ighaathati qad sabaqathaa munadhamaatun tatawwuçiyyatun  
khayriyyatu 'ukhraa kathiiratin fii bilaadin kathiiratin  
tatabaayanu fii hawiyyatihaa wa ru'aahaa wa dawaafiçuhaa wa  
subulu çamalihaa.

APPENDIX C: Translations By Group A .

## A.1

The African Islamic Agency for relief is an international institution for voluntary charity. It is not under the control of the government. It has its legal person and it is supervised by loyal councils. Its office is in the city of Khartoum and it has another office in London and branches or representation in many African, Asian and European countries.

The agency was established in 1981 under the umbrella of Islamic Appeal Organization and in 1988 it became independent on the organization and has its own loyal council and its principle system as well as its regimes and schedules.

This strategy was prepared at the beginning of 1988 and intended to extend for a period of almost 10 years. We mean by strategy a wide introduction of the principale factors that control and define the intentions and efforts and deeds that would fulfil the agency's views and message and its specifications to each its goals. The strategy describes the interior and external environment of the agency and the problems and programmes and missionary groups who are concerned with the voluntary charity work for the agency. It also describes the problems and programmes to classify its nature and characteristics in what regards the values and the distinctions that direct the work and aspects of



strength and weakness and marks caused by these works. The importance and justifications of relief and beneficence. From the intellectual point of view the job of the agency is based on the choice of Islam which commands muslims with noble responsibilities and duties and renewed with pure beneficence which had no impression to harm poor people as it rescues miserable people. Islam is neither a creed restricted in the heart nor it is intended to be kept in the mind. Indeed, it is a creed that refers to an Islamic law (shari'a ) which is based on a complete system whose aim is to establish a precious life balanced on supports of the knowledge of God and his observation. Islam has its own thinking in the relationship and behaviour between all people and has its own methods in behaving and its system in wealth and the way to distribute it among it relief, rescue, custody and to organize means to easy living. Islam made of it an associated system accepted by all people wether they were muslims or not. The Prophet peace be upon him said: All creatures are God's sons the one who are beneficial for his sons have most tenderness.

Having worked for this everlasting human guidance the Islamic Relief Agency was built in response to the calling of Islam that is a honest work in this field and support it, develop it and promote it.

The rescue of the miserable people and help them and looking after them is among good deeds which Islam emphasizes on as



well as other religions. The Islamic relief Agency was preceded by many other organisations of voluntary charity which are identical in the identity, views, motives and their methods of work.

A:2

The African Islamic Agency for aid is an international voluntary charity institution, not governmental and had its own subjective approach under the supervision of its own trustees council. It is based in Al-Khartoum and has an additional base in London and other branches and representative in many countries in Africa, Asia and Europe. The agency was established in 1981 under the shadow of Islamic Inovocation Organization, and in 1988 was separated from the organization and had its own trustees council and its own original system in addition to its systems and bills.

This strategic document was prepared in the beginning of 1988 (1409 Hijra) and was aimed to last 10 years approximately. By strategic we mean here the broad definition for the basic factors which rule and determine the intentions, endeavor and plans to achieve the aims and the purposes of the agency.

The strategic describes the external and internal environment of the agency, problems programmes and the missionary groups which aim to work as a voluntary and charity group to the agency.

It also describes the problems and programmes to identify the identity of the agency and its characteristic according to its values and characters which direct the actions, weakness and power sides and the conclusions of these works.

From the intellectual point of view that the function of the agency is based on the best of Islam which impose the Moslems pure duties and responsibilities and renewed by charity which is not mixed with favor and harm for the people who are in need and who suffer from privation and to help the victims and compulsion. Islam is not only a belief that stays stable in the mind neither an idea which stays in our brains, but it is a faith which leads to the law of Islam where a complete system is based on which aims to establish a good balanced life on foundation of knowing God and observe Him through His creatures and work with them for social purposes. Islam has its heritage and ideas for the relation and dealing with all the people and has its ways in transactions and its system in wealth and distributing them and in charities work such as taking shelter, helping, aid, social welfare and to organize the ways to earn money. Islam made out of it a common system accepted by all people and imposes its practice on all the moslems and others. Prophet Mohammed said, " Creatures are all the children of God the favourite to Him the useful to His children."

According to this lasting human guidance the Islamic Agency for aid answering the voice of Islam, worked faithfully in this field, supports and develops it to fulfill the request of Islam.

Helping people who are victims in need, give aid to them and take care of their situation is one of the best act of

kindness which Islam emphasizes on it, also the other religions encourage these actions.

There were a lot of charity voluntary organisations before the Islamic Agency for aid in many countries which are different in their aims, identity, purposes and their ways of work.



A:3.

The African Agency for aid is an international voluntary charity institution, non-government and had its legal identification under the supervision of the trustee council which is based in Khartoum and it has an additional base in London and branches or representative in so many countries in Africa, Asia and Europe.

The agency was established in 1981 under the protection of the Islamic propaganda organisation. In 1988 it was separated from the organisation and created its own trustee council and articles of association in addition to regulations and decree.

This strategic bill had been prepared in the beginning of 1988 (1409 Hijra) and it is planned for nearly ten years. We mean by strategic here the large meaning for the basic factors which control and determine the intentions, efforts, actions to achieve the aims of the agency and its message, purpose which it seeks and justification to achieve these aims.

The strategic explain the internal and external environment of the agency and the problems, programmes and the missionary groups which aim to work as voluntary and charity to the agency.

Strategic also explains the problems and programmes to identify the character and the nature of the agency from the

side of the value and distinctive work which direct the action, the sides of power, weakness and the effectiveness of actions.

The importance and justification of aid and charity :

The intellectual function of the agency is established on Islam which imposes on the muslims duties and responsibilities to help those who are in need and those who suffer and to help victims and compulsion.

Islam is not a religion for emotional life or the mind only, but rather it leads to legislations to establish a complete system to create a balanced and generous life on a support of knowing and observing God in His creation and working for social purposes.

Islam has got its idea and heritage for relations and dealing between all human being. It has its way for behaviour and system in wealth and distributing it and in charities action such as refuge, assignement, help, aid, social care and in organising ways to earn money.

Islam made out of it a common system accepted by all nationalities and imposes its practice on all people muslims and non-muslims.

As the prophet Mohammed (God bless him and grant him) said, " Creatures are all children of God, the favourite to Him is the useful to His children". According to this lasting human guidance, the Islamic agency for aid worked faithfully in this field, supported, developed and promoted it and to

comply with the requests of Islam.

To help the people in disaster, in need who are suffering and give aid, and take care of them is one of the best act for generous and kindness which Islam encourages.

There are many charity voluntary organisations were ahead of the Islamic agency for aid in so many countries with different identities, motives and their ways of working.



A:4.

The African Islamic Relief Agency ( Islamic Agency for Aid ) is an international voluntary and charitable organisation and not subsidised by the government. It is an independent body with its own management, its headquarters in Khartoum and has an additional headquarter in London and branches or representatives in many countries in Africa, Asia and Europe.

The agency was established in 1981 under the umbrella of the call for Islam organisation; separated from it in 1988 and had its own management and regulations.

The paper of strategy was prepared at the beginning of 1988 ( 1409 Hijra ). It aims at a period of 10 years approximately. We mean by strategy the wider definition of basic factors which govern and specify the intentions and acts to achieve the agency's message and the targets it seeks and the justifications to achieve its goals.

This strategy describes the agency's internal and external environment and the problems, programmes and preaching groups that aim at charitable voluntary work for the agency, also the problems and programmes to classify the agency's identity and features in view of the values and advantages that direct its actions ( acts ); weakness and strength and their effect on these acts.

From an intellectual point of view the agency's duty is



based on Islam choice of giving muslims original duties and responsibilities renewed by kindness that is not imposed by harm to the needy and deprived and to help the oppressed and the ill-fated.

Islam is not only a belief that stops at having clear conscience nor it is an idea to develop the mind but it is a belief which leads to the Shari'a ( the Islamic law ) under the guidance of which an integrated system arises. This system is aimed at the establishment of a well balanced and honourable life on the bases of the knowledge of God and observing His creations and work by them for His social purposes.

Islam has its own ideas and heritage about relationship and dealings between all peoples. It has its own procedures and its own system in dealing with the distribution of wealth and charitable deeds, some of which are shelter, hospitability, help, aid and social welfare and organising means of earning one's living. Islam made all these factors a shared system acceptable to all sects and ordered people, moslems and non-moslems, to practise them.

God's messenger Mohammed, blessing and peace be upon him, said, "All people are God's children, the closest of them to Him is the kindest to His children". Going by this perpetual human guidance and in response to Islam's call, the agency faithfully took on in this field to support it and promote it.

Helping the ill-fated, the needy and the oppressed; aid them and take care of them is one of the best of good deeds that Islam, other heavenly religions and good conventions urge people to follow them ( adopt them ).

Islamic relief agency was preceeded by many other voluntary, charitable organisations in many countries. These organisations vary in their identities, visibilities, insentives and the way they work.

APPENDIX D: Translations by Group B.

B:1.

Islam imposes constant duties and responsibilities on muslims pertaining to giving free and harmless aid to the needy, the unfortunate and to come to the rescue of victims of disasters and catastrophes.

This way Islam is not merely a faith that ceases to function once stability of existence has been achieved nor is it an idea for the mind to contemplate; rather it is a faith which stipulates a constitution on which a whole system is based and aimed at establishing a balanced and dignified life, backed up by the full knowledge of God and abiding by His injunctions with regard to His creation to uphold for all His social targets.

Islam has its own philosophy and heritage in all human co-existence and relations within a system that governs interrelationship and wealth distribution as well as welfare activities. Among these are refuge, visit, rescue, relief, social welfare and regulating means of earning a living.

Islam made of these a joint system acceptable to all people \_ muslims and non-muslims. The Messenger of God, peace and blessing be upon him, said: " All people are God's children and the most favourite of them to Him is the most useful to His children".



In compliance with this eternal human guidance the African Relief Agency was set up as a response to the Islamic call for the undertaking of sincere, good work in the relief field ; to support, develop and elevate it. Coming to the aid of victims, the needy and the unfortunate ones and extending rescue services to them and looking into their situation, are considered among the best of virtuous deeds encouraged by Islam and also other sacred religions and norms of decency. Many other voluntary welfare organisations in different countries of different backgrounds, outlook motives and methods of operation, have existed long before the Islamic African Relief Agency.

The Islamic African relief agency is a voluntary, non-governmental and international organisation. It has its own respectable personality and is run by a board of trustees with headquarters in Khartoum, and an additional headquarters in London as well as branches or representation in several countries in Africa, Asia and Europe.

The agency was established in 1981 under the umbrella of the Islamic Call. In 1988 it became independent and had its own board of trustees and organisation in addition to its regulations and instructions. A strategic paper was prepared at the beginning of 1988 ( 1409 Hijra ) intended to cover a period of nearly 10 years. By strategic is meant broad definition of the basic factors which govern and determine the intentions, means and actions of the agency's vision,



message together sought after targets and justifications to accomplish them.

The strategy provides a description of the internal and external environment of the agency as well as the problems, programmes and missionary groups required to undertake voluntary welfare work for the agency. It is also aimed at tackling problems and programmes to elaborate the agency's identity and its aspects with regard to values and other indicators that point out to actions, powerful and weak points and the consequent results of such actions.

B:2

Islamic law imposes genuine obligations and responsibilities on its followers. It progresses non-corrupt and harmless benevolence to aid the needy and the victims. Islam is not merely a belief rooted in the hearts of its followers; it is rather a divine comprehensive system of life based on a faith in God and God's role in society.

Islam's heritage in human inter-relations is deeply rooted. It responds to the economic system and the distribution of wealth for good causes such as refuge, hospitality, relief, social security and organising the means of bread earning. To have social solidarity reinforced among all people, Islam ordains that a portion of one's wealth should be allocated by both muslims and non-muslims for charitable duties. The Prophet, peace of God be upon him, said: " All human beings are children of God and God likes most those who are of use to His children".

Following this eternal and humanitarian guidance, the Islamic African Agency for relief was set up to support and improve the honourable duty of assisting and caring for the needy, the deprived and the victims. This great duty is advocated and urged by Islam, the other divine religions and well praised customs.

Many organisations similar in aim, function and principle have preceded the Islamic African relief agency.

The Islamic-African relief agency is an international charitable organisation. It has its own separate identity and board of trustees. It has headquarters in Khartoum, an additional headquarter in London and branches or representations in a number of countries in Africa, Asia and Europe.

The agency was established in 1981 under the umbrella of the organisation for Islamic propagation. In 1988 it became independent with its own constitution and board of trustees and a document of strategy was prepared in the same year and aimed for a period of at least 10 years.

The purpose of the strategy is a broad introduction of the basic factors that govern the intention, endeavor and performance for accomplishing the agency's vision, mission and aspiration as well as the justifications to reach the goals.

The document of strategy also describes the agency's internal and external environment, the problems, the programmes, the groups of muslim missionaries needed for the voluntary work of promoting the agency's features and identity regarding the values and peculiarities that guide duties and the outcome of negative and positive effects of these duties.



B:3

Conceptually the Islamic Relief Agency is based on Islam which enjoins upon Muslims certain duties and obligations, unique and ever-renewing, unaccompanied by any sense of haughtiness or supremacy.

Acts of charity, in this perspective, should be extended to the needy, the afflicted and down-trodden. Islam is a religious faith which does not only lodge in one's innermost self but leads to a jurisdiction upon which an entire integrated system of life is premised. Such a decent life is based on knowledge of Allah, observance of His divine injunctions in social interaction for the fulfilment of social goals.

Islam has its own unique ideology and legacy which are reflected within the framework of a human communicational perspective. It has its own transactional methodology and its unique system in minority distribution and extention of charitable deeds. Such system defines acts of charity as shelter-seeking, assistance-rendering, relief, social care and organisation of ways and means of sustenance earning. In Islam the systematisation of mundane business affairs has become the common core of all religions, divine and positivist alike. All Muslims and non-Muslims should put these injunctions into practice and behave, in their daily transactions accordingly. The Prophet, peace and blessings



of Allah be upon him, said in one of His Hadith, " All mankind are the children of Allah; the most loved by Him are those most beneficial to their children".

In conformit with, and in implementation of this humanitarian principle, the Islamic African Relief Agency ( IARA ) has favourably responded and sincerely worked towards the promotion of such principle. It is worth noting that the IARA is a non-formal, non-governmental international institution. It has its own rational identity, with a board of trustees and a headquarter in Khartoum plus another subsidiary headquarter in London and other branches or delegations in several countries in Africa, Asia and Europe.

The agency was established in 1981 under the umbrella of the Organisation of Islamic Da'wa. In 1988 it seceded from the Organisation and had its own Board of Trustees, constitution and other regulatory procedures. A strategy paper was prepared towards the beginning of 1409 AH, (1988 AD) according to which the agency would function for a duration of approximately 10 years.

The strategy paper would determine the basic factors which motivate and direct the good intentions behind the agency's endeavours, and the ways and means of achieving its goals. The strategy also elaborates on the in-goings and out-goings of the agency and highlights the problems, programmes involved in its charitable functions and the missionary

groups entrusted with the execution of those functions.

Any negative or positive aspects of any of these charitable functions are considered in the light of the objectives already set for the agency.

Helping the needy, the oppressed and the afflicted is one of the best, if not the best, of all charitable deeds, as enjoined by Islam and other God-given religions as well as other creeds. The IARA, it should be noted is not the only existing agency in the field. Other relief agencies with different strategies and intentions have been established in different countries.

B:4

The Islamic rules impose on Muslims original tasks and responsibilities which are renewed with charity which is not spoiled with harmness for benefit and needy people and relieving fate-stricken and victims, because Islam is not a belief which stays in spirit nor an idea that fills the mind only. It is a belief that leads to the Islamic law. A complete system based on this law. This system aims to build a luxurious and balanced life on the pillars of knowing Allah and observations in his creatures and work according to his social goals.

Islam has its own idea and legacy in relation and dealing with all people. It has its programme in dealings and its system in spreading wealth and charity deeds such as, taking refuge, help, relief, social care and organising the ways of working. Islam made them a shared system to be accepted by all people, muslims and non-muslims. The Prophet, peace be upon him said: " All creatures are dependents of Allah. The closest ones to him is the most benefit one for his dependents".

According to these constant humane directions, the Islamic relief society has been established answering the call of Islam to a sincere good deed in this field and its support, development and advancement.



One of the best charity deeds which Islam as well as other divine religions and good traditions urge is helping needy and oppressed people and taking care of them. The Islamic relief society has been preceded by many other charity and voluntary organisations in many countries. They vary in their identifications, views, motivations and ways of work. The Islamic African Relief Society is a charity, voluntary and a world non-governmental establishment. It has a considerable identity. A superintendent board supervising it. It's head office is in Khartoum. It has additional office in London and branches or representatives in many countries in Africa, Asia and Europe.

The society was established in 1981 under the command of Islamic Da'wa Organisation. In 1988 it became independent society. Now, it has its own superintendents board, its laws and its rules.

In the beginning of 1988 the strategy paper was prepared. It aims to cover a period of nearly ten years. By strategy, we mean explaining the basic rules which govern and define the intentions and the ways of the society to achieve its aims. The strategy describes its internal and external environment, the problems, the programmes and the preaching groups which do the voluntary, charitable work for the society and the problems and the programmes to clarify the identity of the society and its characteristics from the base of values which direct the work and the aspects of strength and weakness and the effects of this work.



APPENDIX E.

APPENDIX E.1.

EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 1.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X	X	
INAPPROPRIATE.	05			X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 2.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X		
INAPPROPRIATE.	05		X	X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10		X	
INAPPROPRIATE.	05	X		X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X	X	
INAPPROPRIATE.	05			X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====



EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 1.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			X
INAPPROPRIATE.	05	X	X	

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 2.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			X
INAPPROPRIATE.	05	X	X	

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10		X	X
INAPPROPRIATE.	05	X		X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: A.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10		X	
INAPPROPRIATE.	05	X		X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====



APPENDIX E.2.

EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 1.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20		X	X
APPROPRIATE.	15	X		
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 2.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20		X	X
APPROPRIATE.	15	X		
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			X
APPROPRIATE.	15	X	X	
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====



EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 1.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 2.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20		X	X
APPROPRIATE.	15	X		
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 1.  
GROUP.....: B.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====



APPENDIX F.

APPENDIX F.1.

EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 1.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10		X	
INAPPROPRIATE.	05	X		X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 2.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 3.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X		
INAPPROPRIATE.	05		X	X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X	X	X
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====



EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 1.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIA-TIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15		X	
LESS APPROPRIATE.	10	X		X
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 2.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIA- TIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X		
INAPPROPRIATE.	05		X	X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X		
INAPPROPRIATE.	05		X	X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: A.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X		X
INAPPROPRIATE.	05		X	

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====



APPENDIX F.2.

EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 1.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20	X	X	
APPROPRIATE.	15			X
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 2.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15	X	X	X
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 3.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 4.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15		X	
LESS APPROPRIATE.	10	X		X
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====



EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 1.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 2.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15	X	X	
LESS APPROPRIATE.	10			X
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 2.  
GROUP.....: B.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING:	ASPECT INTRODUCED:	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X	X	X
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====



APPENDIX G.

APPENDIX G.1.

EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 1.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 2.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10	X		
INAPPROPRIATE.	05		X	X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====



EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 1.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 2.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: A.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIA- TIONS OF B.
MOST APPROPRIATE.	20			
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05	X	X	X

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====



APPENDIX G.2.

EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 1.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 2.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20		X	X
APPROPRIATE.	15	X		
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 3.

		A	B	C
LEVELS OF APPROPRIATENESS	20 — 20	PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20	X	X	
APPROPRIATE.	15			X
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		PRAGMATIC INTENTIONS IN TT.	TEXT-TYPE OF TT.	STRUCTURE OF TT WITH RELATION TO A & B.
MOST APPROPRIATE.	20	X	X	
APPROPRIATE.	15			X
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 1 :

OVERALL STRUCTURE OF TT IN  
RELATION TO ITS PRAGMATIC  
INTENTIONS AND ITS TEXT-TYPE.

N.B. TT = TARGET TEXT.  
=====



EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 1.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 2.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X	X	X
APPROPRIATE.	15			
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 3.

LEVELS OF APPROPRIATENESS	20 — 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X		X
APPROPRIATE.	15		X	
LESS APPROPRIATE.	10	X		
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====

EVALUATOR.....: 3.  
GROUP.....: B.  
SUBJECT.....: 4.

LEVELS OF APPROPRIATENESS	20 <hr/> 20	A	B	C
		SCENE SETTING.	ASPECT INTRODUCED.	SUBSTANTIATIONS OF B.
MOST APPROPRIATE.	20	X		
APPROPRIATE.	15		X	X
LESS APPROPRIATE.	10			
INAPPROPRIATE.	05			

APPROPRIATENESS CHART 2 :

TT STRUCTURE ORGANIZATION.

N.B. TT = TARGET TEXT.  
=====



APPENDIX H.

1	1	1	1	10
1	1	1	2	10
1	1	1	3	05
1	1	1	1	10
1	1	1	2	05
1	1	1	3	05
1	1	1	1	05
1	1	1	2	10
1	1	1	3	05
1	1	1	1	10
1	1	1	2	10
1	1	1	3	05
1	2	1	1	05
1	2	1	2	10
1	2	1	3	05
1	2	1	1	05
1	2	1	2	05
1	2	1	3	05
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1	2	1	3	05
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1	3	1	3	05
1	3	1	1	05
1	3	1	2	05
1	3	1	3	05
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1	3	1	2	05
1	3	1	3	05
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1	1	2	2	05
1	1	2	3	10
1	1	2	1	05
1	1	2	2	10
1	1	2	3	10
1	1	2	1	05

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1	1	2	3	05
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1	2	2	3	10
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1	2	2	3	05
1	2	2	2	05
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2	1	1	1	15
2	1	1	2	20
2	1	1	3	20
2	1	1	1	15
2	1	1	2	20
2	1	1	3	20
2	1	1	1	20
2	1	1	2	20
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2	2	1	3	20
2	2	1	1	20
2	2	1	2	15
2	2	1	3	10
2	3	1	1	20
2	3	1	2	20
2	3	1	3	20

2	3	1	1	15
2	3	1	2	20
2	3	1	3	20
2	3	1	1	20
2	3	1	2	20
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2	1	2	3	20
2	2	2	1	20
2	2	2	2	20
2	2	2	3	20
2	2	2	1	15
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2	2	2	3	20
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2	2	2	3	20
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2	2	2	3	10
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2	3	2	3	20
2	3	2	1	10
2	3	2	2	15
2	3	2	3	20
2	3	2	1	20
2	3	2	2	15
2	3	2	3	15